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By-Mendelsohn, Harold; And Others

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This report presents a pioneering effort in the use of television in bringing to a particular sub-population, the disadvantaged, the particular kinds of information which could dispel ignorance in certain key informational areas. From information gathered by a 337-item questionnaire covering demographic characteristics, attitudes, communication and media habits, etc., eight 30-minute television scripts, titled "Our Kind of World," were written and produced for airing to sample audiences in five housing units of the Denver Housing Authority. Thirty-nine percent of the viewers indicated dispositions to change certain behaviors as a result of the special programs. Typical responses included: (1) "It taught me more about my budget, also more about confronting people," (2) "I will be buying and cooking foods that I had not thought of," (3) "It told me where to go for help." As demonstrated by this project, television does have an alternative approach towards a solution to the crises in urban communication. Document VT 007 436 contains appendixes to this report. (CH)

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February, 1968

UNITED STATES DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
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Final Research Report

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Operation Gap-Stop:
A study of the application of communications techniques in reaching the unreachable poor.

Prepared by: Harold Mendelsohn, Ph. D.
Research Assistants: G. M. Rogers, M. A.
T. Espie, M. A.
Script Writer: T. Espie, M. A.

University of Denver

Denver, Colorado

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TABLE OF CONTENTS

Page

Section I SUMMARY . . . I- 1
A. Crisis in Urban America . . . I- 1
B. Operation Gap-Stop - The Target Audience . . . I- 4
C. Our Kind of World . . . I- 8
D. Impact of the Programs on Their Target Audience . . . I-12
E. Implications . . . I-21

Section II INTRODUCTION . . . II- 1
A. The Problem . . . II- 1
B. Operation Gap-Stop . . . II-16
C. Time Schedule . . . II-25

Section III METHODOLOGY . . . III- 1
A. Phase A - Preliminary . . . III- 1
B. Phase B - Exploratory . . . III- 1
C. Phase C - Implementation . . . III- 4
D. Phase D - Evaluation . . . III- 5

Section IV PHASE A - PRELIMINARY - The Literature and the Experts . . . IV- 1
A. Review of the Literature . . . IV- 1
B. Consultation With Experts . . . IV- 9
Bibliography . . . IV-10
Experts Consulted . . . IV-14

Section V PHASE B - EXPLORATORY - Life Styles of the Disadvantaged . . . V- 1
A. Objective . . . V- 1
B. Measuring Information Distances . . . V- 1
C. Profile of Deprivation . . . V- 5
D. Problems, Aspirations and Needs . . . V- 8
E. Levels of Information Concerning Food and Diet, Health and Hygiene, Finances and Shopping Habits, Employment and Social Agencies . . . V-14
F. Channels of Communication . . . V-26

Section VI PHASE C - IMPLEMENTATION - Our Kind of World - How It Came to Be . . . VI-1

Section VII PHASE D - EVALUATION - Viewership of Our Kind of World . . . VII-1
A. Who Watched Our Kind of World Programs . . . VII-1
B. Number of Installments Watched by (Primary) Viewers . . . VII-6

TABLE OF CONTENTS (continued)

		Page
	C. Audiences for Each of the Eight Our Kind of World Installments	VII- 7
	D. Viewership of the Six "Commercials" - An Educational Bonus	VII- 9
	E. Time of Tune-In	VII-10
	F. How Viewers First Learned About Our Kind of World	VII-10
	G. Viewers' Assessments of Our Kind of World	VII-11
	H. What About the Our Kind of World Programs was Liked Best and Least	VII-17
	I. The Credibility and Convincingness of the Our Kind of World Programs	VII-17
	J. Viewer Assessments of Specific Installments	VII-18
	K. Discussion of Our Kind of World Content with Others	VII-19
	L. Would Viewers Care to Watch Additional Programs Such as Our Kind of World	VII-22
	M. How Effective Was Our Kind of World?	VII-23
Section VIII	CONCLUSIONS AND RECOMMENDATIONS	VIII-1
	A. Conclusions	VIII-1
	B. Recommendations	VIII-4

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SECTION I

SUMMARY

A. Crisis in Urban Communication

America has always been a nation of change--restless, dynamic and creative. But since the end of the last war the rate of change experienced in America has become prodigious, outstripping anything known hitherto anywhere in the world. The fountainhead of this change has been a dramatically innovative technology which has produced startling dividends in wealth and leisure. Sadly in its wake it has also bequeathed a legacy of disquiet and perplexity.

Nowhere has the rate of social change produced by technological progress brought forth more urgent and pressing problems than in America's cities. The flow of population from the rural to the urban setting that has been a characteristic of industrial societies for more than a century has continued with some notable modifications. A series of significant mechanical innovations in the agricultural sector has in the last decade or so flooded the cities, particularly the northern cities, with large numbers of dispossessed agricultural workers, many of them Negroes. However because of another series of innovations the demand for such unskilled labor as these immigrants generally represent has been progressively diminishing. As unemployment has thus mounted among the urban poor the resultant growth of crime and civil unrest has led to a progressive evacuation of the core cities by the middle class. This in turn has caused a diminution of the urban tax base resulting in run down underfinanced and undermanned civil services.

We are thus presented with a historically unique anomaly. As American society in gross terms proceeds to levels of affluence hitherto unknown the great cities, traditionally the economic and cultural bases of our society, have become the scene of turmoil, unrest and violence.

This new and disturbing situation represents the greatest challenge thus far to that pragmatic flexibility which has always been the strength of American society. The challenge is great because it is urgent. We are no longer in a position to reserve our options by debating whether or not change should take place. We must face the fact, however unwelcome, that radical and irreversible changes have already taken place and that either we adapt to those changes positively and creatively or passively submit to the damage to society that may be wrought by blind uncontrolled force.

No sector of our society is immune to the pressing necessity for adaption to the new emergent reality. Most notably and most urgently government and business are under an inescapable obligation to redefine their respective roles and to accept a fuller more positive involvement in the total spectrum of urban life. Nor can ~~the~~ mass media evade the challenge of a radically altered and threatening situation.

Information is the life blood of our modern society. Knowledge is the basis of our affluence. The crises that face us are finally crises of ignorance and misunderstanding. Because it is through the mass media that most of our information flows, because it is by the mass media that we build our store of knowledge it is only through responsible and judicious use of the mass media that we can overcome the crises of ignorance and misunderstanding that face us.

It was with these considerations that Project Gap-Stop was envisaged. The aim of Project Gap-Stop was to explore a new and innovative use of television.

Traditionally television uses a scatter-gun technique. It hits the largest number of viewers by aiming squarely at the center of the mass. And it might well be argued that for a mass medium this is the most apt policy. Certainly most people are pleased most of the time with most of the fare offered by television. In general terms the scatter-gun technique works well. But certain sub-populations miss out. Because they are too far from that central point on which programmers concentrate their aim these sub-populations are inadequately served. The world portrayed on television is not their world; its problems are not their problems; its news has little real bearing on their day to day lives. Because of this television, rather than "tying them in" to totality of society, to some extent even operates to reinforce and underline their separation and isolation from society. Television to this extent ceases to be a tool of socialization but rather part of the mechanism of alienation.

B. Operation Gap-Stop--The Target Audience

Operation Gap-Stop was concerned with one of these relatively isolated sub-populations--the urban poor residents in the public housing projects of the City of Denver. The project set out to test the efficiency of television as a means of transmitting socially ameliorative information regarding day-to-day living to this particular sub-population. The approach adopted, in complete contradistinction to the scatter-gun technique, was based on careful analysis of the needs and tastes of this distinct population and on the provision of program material hand-tailored to meet their very specific requirements.

Clearly the first task was to find out as much as possible about the people concerned. A team of interviewers was carefully selected, many of them from the Negro and Spanish-American minorities so amply represented in the housing projects. These interviewers questioned a randomly chosen sample of 649 heads of disadvantaged families residing in Denver's public housing developments. From these interviews it was possible to put together an accurate and detailed picture of our target population.

The world of the City of Denver housing projects is very much a woman's world. Of our sample 76% were female. If many of them were women without men, certainly they were not without children. A large majority (60%) of the women we were concerned with had more than two children and 46% had more than four children.

Not unexpectedly income levels were low with 80% living on less than $300 a month and more than half (56%) living on less than $200 a month. About half (54%) had at one time been Welfare recipients. Generally income levels and Welfare allotments were felt to be inadequate.

These women were trapped. The typical picture was that of a woman whose man had for one reason or another left her with two or three children, in a position where the only employment available hardly covered the cost of a baby sitter. Perhaps most strikingly they were trapped by their own lack of education. Only 17% had completed high school, and only 26% had ever received any kind of vocational training.

Naturally enough a high proportion of our sample (84%) admitted to having one sort of worry or another, and 39% confessed they were very worried. Predictably, in a group in which economic deprivation was endemic financial problems loomed large. Of those interviewed 61% had some sort of financial problem in the family. Health problems were also wide spread affecting 57% of the sample.

Many of these women suffered feelings of inadequacy in the face of the many problems besetting them. Some sort of inadequacy was experienced by 61% of our sample in dealing with health problems, by 45% dealing with money problems and even by 33% regarding the purchase and preparation of food.

One of the saddest aspects of the kind of situation in which so many of our sample found themselves is that they had no clear idea of where to turn for help. Of those interviewed 60% confessed to a lack of knowledge concerning where to go for help in solving their problems. Poignantly 68% found themselves in sympathy with the sentiment that "These days a person doesn't know who he can count on."

Many of the people in our sample were isolated from society and uninvolved in any kind of social activity. Of those interviewed 92% said they usually spend their non-working time at home and 65% belonged to no clubs or associations of any kind. Perhaps in view of the fact that 65% owned no automobile this lack of mobility is not so surprising.

Significantly, though, 90% did own a television set. One fact our survey brought out clearly was that television was the channel of communication preferred by the sample in building up its store of information about the world at large. Of those interviewed 50% said that TV was the medium through which they received most of their news of the world. Newspapers ran second representing the favored information channel for 30% of the sample. The sample spent more time using television than with any other medium at all times of day. They even spent more time viewing TV than in conversation with friends and neighbors. In the afternoons, for example, 46% spent more than an hour viewing TV. Whereas only 32% spent more than an hour in conversation. In the evenings 65% spent more than an hour viewing TV compared with 30% who spent more than an hour in conversation.

Why did they use television? The following were cited as reasons why they viewed television by those interviewed. The percentages refer to the proportion of the sample citing the reason in question.

1.	To keep me company when I feel lonely.	60%
2.	To help kill time.	50%
3.	To help me forget my troubles.	46%
4.	To make me feel good when I feel bad.	45%
5.	To stay feeling good when I feel good.	39%

In other words these psychologically supportive functions were mentioned, on average, by 48% of the sample. However other reasons were cited as follows:

6.	To learn about what is going on in the world.	83%
7.	To learn new things I didn't know before.	72%

So that what emerges is that although the psychologically supportive functions of television were clearly important to our sample these were of subordinate importance to the learning functions of the medium.

What kind of television did these people watch? Given the primacy of the learning functions over the psychologically supportive functions as reasons for viewing one might have been pardoned for expecting news, documentaries and so forth as the preferred program category. True this category was cited by the second largest proportion of respondents, 7%, as their first choice, and as their second choice, by 6%, but the kind of program cited by the highest proportion of respondents as first choice, by 16%, and as second choice, by 14%, was the day time serial.

The conclusion was unavoidable. If the prime function of television was a learning function and the preferred program format was the "soap-opera" it seemed very likely that soap-operas were in fact being used as learning material.

But was there really an unrequited demand for the kind of program content we envisaged? We sought confirmation.

Our sample was asked what would be the chances of their viewing TV shows containing various kinds of informational material. The following percentages replied that there was a "good chance" they would view such programs.

1.	Health	86%
2.	Where to Get Help with Problems	84%
3.	Money Management	81%
4.	How to Get a Job and Keep it	75%

Clearly a felt need existed. Could we provide the kind of television fare which could successfully fill that need?

C. Our Kind of World

Our pre-exposure survey had provided us with an invaluable body of information regarding the target population. This was rounded out with information from other sources.

Of late years a considerable literature has grown up concerning urban poverty. This we freely availed ourselves of. Michael Harrington's The Other America, David Caplovitz's The Poor Pay More, Herbert Gan's The Urban Villagers, Margaret Clark's Health in the Mexican-American Culture are only some of the references which proved particularly useful.

We went further and sought first hand expert advice from agencies and organizations familiar with the problems of the poor and operating in Denver. Altogether 27 experts affiliated with fourteen such agencies were interviewed on the following points. What kinds of information were the poor most in need of? What kinds of ignorance hurt them and had the most damaging kind of effects? What specific idiosyncrasies should we be aware of in trying to reach them?

What emerged from the inter-play of these various inputs?

As we have seen the television format preferred by our audience was the soap-opera. Hence the emergence of Our Kind of World--an eight part family serial. Woven into the eight scripts were "bits" of information in eight categories.

1. Health and hygiene
2. Diet and food preparation
3. Social services available
4. Social and family obligations
5. The world of work
6. How to get a job and keep it

7. Family budgeting and credit management
8. Sensible shopping habits

Information in these various categories was carefully balanced and metered within the dramatic contexts of the scripts for Our Kind of World.

The chief characters in the Our Kind of World series belonged to two families living next door to each other in one of Denver's housing projects. In the first episode Mrs. Donahue, the mother of a Negro family, is rushed to the hospital to have a baby and a cousin Marilyn arrives to look after the two Donahue children Willy and Vicky. Mrs. Valdez, the Donahue's Spanish-named neighbor, rallies round helping Marilyn with good advice. Mrs. Valdez' husband has left her to bring up her own son Ramon on A.D.C. In the second episode Floyd Donahue returns from California where he has been unsuccessfully seeking work to welcome his new son to continue the heart-breaking search for employment in Denver. In later episodes Ramon, in his mother's absence, is smitten with diptheria. His mother's brother Sam Romero arrives on a visit, intervenes between Ramon and the ministrations of the neighborhood curandera and rushes the boy to the hospital. Ramon and Willy are accused of vandalism at school, and Mrs. Valdez and Mrs. Donahue are brought to take a fresh look at the way they are raising their sons. Mrs. Donahue has an enlightening run-in with a door-to-door book salesman. Sam Romero buys a dud television from a gyp artist and Mrs. Valdez explores the possibilities of redress with Legal Aid.

Finally Marilyn becomes engaged; Floyd Donahue gets a job in a welding shop and signs up for a welding training course in the evenings; Sam Romero takes a General Attitude Test Battery at State Employment and is set to go on an M.D.T.A. training course as a chef.

All in all Our Kind of World is a real story about real people in real situations.

To complete adherence to the "soap-opera" format preferred by our target audience several "commercials" were devised for insertion into the actual programs. Because it was hoped that the shows might eventually be aired in other urban centers than Denver, local references are almost completely absent from the scripts themselves. The "commercials" compensated for this by stressing the services available through the Colorado State Employment Service, the City of Denver Department of Health and Hospitals, the Office of the Mayor of Denver, the City of Denver Welfare Department, City of Denver Schools Department and the Denver Metropolitan Council for Community Service.

Production of the eight shows was undertaken by Station KRMA, Denver's non-commercial television outlet. So far as possible actual members of the city's ethnic minorities were cast as actors. Sensitive and creative direction succeeded in extracting vital and believable performances from all those involved. All concerned were more than satisfied with the quality of the eight shows.

But of course finally the arbiters in this regard had to be the audience. With this in mind Operation Gap-Stop proceeded to its last phase--a survey of those same family heads who had originally been interviewed. Had Our Kind of World reached its audience? What kind of impact had the shows enjoyed?

D. Impact of the Programs on Their Target Audience

There are difficulties in the way of assessing the relative success or failure of truly pioneering enterprises. There are no benchmarks to go on, no precedents, no yardsticks. In spite of this, what has been learned concerning the impact of these programs seems to give grounds for a high degree of optimism regarding the approach adopted.

In the first place prior to the shows being aired a survey was conducted covering 649 heads of families (predominantly females) living in the public housing projects of the City of Denver. The chief aim of this first survey was to find out as much as possible about our target audience. What was the pattern of their day to day lives? What were their problems? What were their tastes in television? How did they gain their knowledge of the world? What were their biggest areas of disabling ignorance? These were the kind of questions asked. The answers were invaluable in the preparation of the scripts.

By the time the shows had been aired several months had passed. Deaths, movements out of the area, and other reasons had reduced our original sample to 424.

We were interested in measuring the relative efficiency of various methods of motivating our audience into actually viewing the shows. The 424 individuals remaining from our original sample were therefore divided into three sub-groups.

One group of 68 was motivated to view by means of exposure to a modest amount of printed promotional material. A second group of 193 was motivated to view by means of a word-of-mouth campaign. A third group of 64 was motivated by means of a small token monetary incentive. A fourth group of 99 was used as a control, receiving no form of motivation at all.

As expected the most potent form of motivation proved to be the monetary award. Forty-four per cent of the group thus motivated viewed the programs.*/ Print and word-of-mouth proved about as effective as each other with 16% and 17% of each group respectively viewing the shows. 10% of the control group viewed one or more of the shows.

The viewership percentages mentioned obviously refer to the percentage of those individuals comprising our sample who themselves viewed the shows.

However the evaluation survey also brought to light the existence of a substantial "secondary audience." Although 58% of the sample reported they viewed Our Kind of World alone, 19% said they viewed the shows with their children, 5% with their spouse, 12% viewed the shows with spouse, children and other members of the family, and 2% reported having viewed with friends and neighbors. It would seem therefore a safe assumption that 38% of our "primary viewers" watched the shows in the company of say three additional individuals which would seem to point to a "secondary audience" of the order of approximately 100 individuals in addition to the primary audience of 82.

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*/That is viewed one or more of the episodes. The mean number of episodes watched by all 82 viewers was 4.8.

Comparing the Our Kind of World shows with other shows they liked to watch, 67% of viewers found them "better than most." They were particularly liked by Spanish-American viewers, 73% of whom thought them "better than most."

Of all those who viewed the shows 31% said they enjoyed viewing them "about the same" as most similar TV fare.

None found them "worse" than most.

Asked whether they found the shows believable, 90% replied that they had found them "very believable." This compares well with a mere 1% who believed "hardly anything" of the contents in the shows.

Asked whether they found Our Kind of World like their own life, 79% of viewers said the shows were like their own life of which 37% said they were "very much" like their own life.

In view of the fact that we were limited to producing only eight programs in the series we were particularly interested in whether or not, given time, it would be possible, hypothetically at least, to build a substantial audience for this kind of program. Indications were that a long-running series of this type would indeed find itself an audience.

Of those who viewed the shows 95% said that were more similar shows to be aired, there was a good chance that they would indeed watch them; 62% said there was "a very good chance."

The shows were talked about. Of those who viewed them 46% reported they had discussed the shows with friends and relatives and a satisfying 45% went so far as to recommend the shows to people outside their own immediate viewing circle. What is more 42% reported that, so far as they were able to determine, these friends had in fact watched subsequent episodes.

Although the one aspect of the series singled out by most viewers (29%) as that which appealed to them was the plots or stories, an important 21% mentioned the informational content as the aspect which most attracted them.

This, of course, was to us the most salient issue. Had we really reached our relatively "unreachable" audience? Had we made any real impact? Our survey indicated that, without any doubt, meaningful gains had been registered in this regard.

Of those who viewed Our Kind of World 62% said that the shows had, indeed, helped them with their everyday problems, and 35% said the shows had helped them "very much" or "a lot."

Certainly, those who had viewed the shows evidenced more self-confidence in dealing with everyday problems than did those who had not. When those who had viewed the shows were asked to rate their own knowledge in areas of practical everyday importance and these findings were compared with similar data obtained from non-viewers in the sample, viewers displayed considerably more confidence in their own knowledge.

The following compares levels of knowledge claimed by viewers and non-viewers in areas of information covered in the Our Kind of World programs.

Comparisons of Viewers and Non-Viewers Claimed Levels of Knowledge Regarding Areas of Our Kind of World Program Content

Subject Area	CLAIMED AMOUNT OF KNOWLEDGE: A Lot= Score 2 Per cent	A Little= Score 1 Per cent	Nothing= Score 0 Per cent	Mean Score
Taking care of health problems				
Total Viewers (82)	52	48	-	1.5
Total Non-Viewers (343)	45	52	3	1.4
Purchase and preparation of inexpensive, tasty and nourishing food				
Total Viewers (82)	61	34	5	1.6
Total Non-Viewers (343)	57	40	2	1.5
Use of available community services				
Total Viewers (82)	42	51	7	1.3
Total Non-Viewers (343)	30	54	16	1.1
How to handle finances and avoid financial troubles				
Total Viewers (82)	58	37	5	1.6
Total Non-Viewers (343)	52	42	6	1.5
How to go about finding and keeping a job				
Total Viewers (82)	31	51	18	1.1
Total Non-Viewers (343)	31	50	19	1.1

Although in one area, that concerning "How to go about finding and keeping a job," there was no real difference between viewers and non-viewers, the average difference over all five areas was .1 on the 2 point scale indicated. This is equivalent to a 5% premium to viewers over non-viewers regarding self-confidence in these areas of knowledge.

But of course our real aim had not been to improve self-confidence. The Our Kind of World shows had from the beginning been envisaged as an innovative attack upon ignorance. In this regard the shows had generally proved successful.

Comparing viewers with non-viewers in various general categories of knowledge covered in the Our Kind of World shows, in six categories viewers registered nothing but gain as follows:

		Percentage-point net gain for viewers
1.	Where to go for Information Relating to Various Kinds of Community Services	9.5
2.	Importance of Medical Care during Pregnancy	7.5
3.	Importance of Immunization Shots for Children	7.0
4.	How to Find a Job and Keep it	5.0
5.	Budgeting and Wise Shopping	2.4
6.	Importance of Psychological Support for Children in Learning Context	1.0

In one category gain and losses were mixed nevertheless resulting in a net gain.

7.	General Health Information	+1.0

However in two general categories viewers actually scored consistently lower than non-viewers.

8.	Wise Handling of Credit	-3.5
9.	Correct Diet	-3.5

These findings can be regarded from a somewhat different viewpoint. Non-viewers over the entire range of information with which we were concerned answered correctly on average 76.2% of the time and incorrectly 23.8% of the time. In other words regarding the whole range of information on which they were tested they displayed 76.2% of knowledge and 23.8% ignorance. Viewers on the other hand displayed 79.5% knowledge and 20.5% ignorance, i.e., 3.3% less ignorance than non-viewers. Operation Gap-Stop was dedicated to testing how efficiently television could dispel ignorance in certain key informational areas. Ignorance was the enemy. To what extent could television diminish ignorance in the population with which we were concerned?

Although generally the Our Kind of World programs proved successful in getting over the information intended, clearly failure had to be accepted in certain areas. But even these "failures" posed exciting questions which might well become the subject of future research. For example our efforts to educate our audience in the wise handling of credit proved consistently relatively less successful. This was a topic the programs hit hard--and yet they failed. Why was this? Clearly there is scope for more research here.

The acid test of this kind of programming had to be whether or not we had instituted any predispositions to change the behaviors of our target population. Those who had viewed the shows were asked whether they had actually changed their way of living on account of viewing the Our Kind of

World programs or envisaged doing so; *39% answered in the affirmative, i.e., that they had at least thought of changing their way of living.*

These actual protocols serve to illustrate the kind of changes in behavior that viewers reported to have been initiated by the programs.

1. "It taught me more about my budget also more about confronting people."
2. "The shows taught me to keep my house cleaner and to plan my meals better."
3. "I will be buying and cooking foods that I had not thought of."
4. "It told me where to go for help, otherwise I would not know where to go."
5. "We should make a list when we go to the store--otherwise I buy extra things."
6. "It made me more brave about talking with the teachers; I am not as shy as I was."

These are real advances. To the poor ignorance is a luxury. Even such small gains as we have here been considering represent something of a minor triumph.

Recapitulating, the *Our Kind of World* shows represent a pioneering attempt in the use of television in bringing to a particular sub-population, the disadvantaged, the particular kinds of information which they most need. The use of the "soap-opera" format notably represents a very definite innovation in this regard.

Although only eight half-hour shows were aired, it seems legitimate to claim a high degree of success in relation to the goals originally envisaged.

1. 62% of viewers found the shows better than most.
2. 90% of viewers found the shows believable.
3. 79% thought the shows to be "like their own life."
4. 95% of viewers declared they would watch similar shows in the future.
5. 62% of viewers said the shows had in fact helped them with their everyday problems.
6. Viewers generally expressed a 5% gain in self-confidence in key knowledge areas over non-viewers.
7. 39% of viewers either had changed or were considering changing their day-to-day behavior as a result of viewing the shows.

E. Implications

One thing clearly demonstrated by Operation Gap-Stop is that television does have an alternative available to the scatter-gun approach.

True the scatter-gun approach is likely to remain of prime importance to the television industry. The mass public demands such generally acceptable anodynes as the Beverly Hill Billies and the Andy Griffith Show, and the television industry will continue to provide them while at the same time performing its other vital function, moving mountains of detergents, kitchen cleansers, aspirin, and stomach remedies.

But there is an alternative approach. Let us call it the "rifle technique". Operation Gap-Stop has shown that the "rifle" approach can be used to pick out a specific target population and hit it successfully with exactly the kind of material it needed in exactly the kind of format preferred.

There are many such specific sub-populations whose real needs are only marginally met by the scatter-gun technique--the old, the sick, the young, the house-wife--all with their particular problems and highly specific informational needs.

Also be it noted there are now 48 positions on the TV dial. What does this portend? Is the same mass public to be assaulted at the same time by 48 scatter-guns?

This carries communications overkill to the point of absurdity.

Surely it is not too much to ask that one of those 48 positions on the TV dial be reserved for the poor, another for the old, another for the house-wife, and so forth.

Operation Gap-Stop has shown that this kind of "rifle" approach is not a mere idealistic hypothesis but a tried and proved practical reality. Operation Gap-Stop may well point the way towards a solution to the crisis in urban communication. Certainly it is an approach that warrants further investigation.

SECTION II

INTRODUCTION

A. The Problem

The poor lack not only money. In actuality the poor represent a total "lacking" sub-station of American society. They not only do not have enough money; but additionally they experience inadequacies in housing, health services, employment opportunities, and education.

The life of the poor man and his family in the United States is shot through with social gaps that somehow have not been filled by existing institutions that are geared to meet the needs of a primarily middle-class oriented society. It is evident that many of these institutions must be changed and perhaps new ones developed--if the gaps are to be filled and hopefully, eliminated.

If we are to address ourselves to ameliorating the plights of our least well-off neighbors we must become imaginatively innovative in our efforts. We must shed traditional ways of reaching the poor and we much diligently investigate the utility of incorporating the newest and most promising of the emerging social technologies to cope with the problems that harass the disadvantaged of this nation.

This study represents just such an effort. Basically the study seeks to demonstrate that the application of mass communication techniques to the problem of reaching the poor can produce increments in people's awareness and levels of information regarding essential skills for everyday living.

The arena in which this study waged its encounter with "filling-in" serious social gaps might be termed broadly as "education for living". Poor people not only show lacks in formal education, but further, because they lack better formal schooling they also miss out on the more informal though intrinsically important aspects of education. Such less formalized areas of education encompass those types of information that one needs to live in a healthy, productive, and unburdened manner. How to get a job and hold on to it; how to buy and prepare inexpensive though nourishing food; how to become aware of illness and what to do when it strikes; how to budget and handle family finances; how to seek redress for legitimate grievances. All are representative of the "education for living" phenomena that are necessary for satisfactory living among both the more affluent and the disadvantaged. The ignorance that blights the lives of America's poor is not relegated to matters of curriculum only. It transcends formalized school subjects and spreads into those areas of living which serve to enhance and to perpetuate the miseries to which the disadvantaged are subjected. Obviously, if these miseries are to be relieved, ameliorative programs designed to fill the "education for living" gaps that are noted to be particularly in evidence among the poor must be developed and implemented.

Attempts have been made in the past to fill in gaps in both the formal and informal learning experiences of the poor.

The attempt to make up for the formal schooling loss is reflected more often than not in "adult education" services that communities provide to those persons who wish to acquire particular kinds of knowledge and skills. These efforts are generally highly structured in nature, and they reflect the orthodox philosophies and techniques of formal "schooling". Since "adult education" is geared to highly selected and motivated segments of the population and is not compulsory, the reach of these efforts has generally fallen short of those very "low motivated" groups who might need ameliorative education the most. In other words "adult education" has been quite successful in reaching small selected groups in the community, but it has generally bypassed the large numbers of disadvantaged who, presumably, might benefit from exposure to it the most.

The informal education-for-living loss, with which this study was concerned, is recovered somewhat through a variety of community health and welfare services that are made available--because of lack of funding, facilities, and personnel--to a limited few rather than to all who might benefit from them. Relatively few are reached by community health and welfare services for still another reason. For the most part, the services offered fall within the framework of "diagnosis and treatment" and are clinical in nature. This necessitates a one-to-one or one-to-a-small-group communications relationship between therapist and client which by virtue of emphasis on treating rather than on educating precludes reaching large numbers of people efficiently. Yet, much of the effort in which community health and welfare organizations are normally engaged does relate directly to educating people via the process of providing needed information, and in some instances, training. Thus, for example, the pregnant woman receiving welfare aid may be given information on certain child care educational programs that are available in the community by a welfare worker; the jobless adult may be apprised of training programs that are available to him by a counsellor; the harassed mother of a sick child may be taught some fundamentals of sick care by a visiting nurse.

But such efforts at "one-to-one" education are mere drops in an overly large bucket. The problem of filling the sizable educational gaps in the lives of America's disadvantaged is a massive one, and it is believed resolved only through the judicious application of mass education techniques.

One available medium of mass education that reflects a potentially effective means of reaching large groups of the disadvantaged is educational television (ETV). Some 135 ETV stations in as many communities throughout the land are currently in operation. The majority of these ETV stations have been programming formalized "courses" of considerable educational merit plus cultural materials for some time now. Thus far, however, ETV has not been involved in filling some of the educational gaps that the mass of disadvantaged persons in our society ordinarily experience.

Yet the role of ETV in reaching the disadvantaged with meaningful educational information can be of significance as Dr. Francis Keppel, formerly U.S. Commissioner of Education, has indicated:[*/]

> . . . A third suggestion is to employ television to serve some of the broad educational problems we face today. High among these is the problem of poverty in a Nation of growing affluence, the problem of bridging the gulf of ignorance and illiteracy and lack of skills which divides our country today between the haves and have-nots as profoundly as our world is divided. We have our own underdeveloped people. We can employ educational television in a variety of ways to advance their development.
>
> Through television's capacity to reach, we might wisely consider using it to teach basic skills to illiterate adults, to work in harmony with our new vocational schools in retraining manpower for the needs of our economy to inform our large migrant population of the possibilities of work and assistance in our communities.

In adapting itself to the educational needs of the disadvantaged, ETV is faced with the necessity of developing new motivational-educational techniques that are different from the usual "lecture" and "course" formats that make up orthodox "schooling" efforts. This must be done in order to overcome the emotional and social barriers that the disadvantaged normally present against efforts to reach them. J. L. Roach in his Economic Deprivation and Lower-Class Behavior has pointed up the socio-psychological syndrome in question.[**/]

> 1. . . . The behavior of lower-class persons is basically outside the mainstream of cultural regulation. They lack identification

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[*/] Address to the Institute for Education by Radio-Television, Columbus, Ohio, May 26, 1964.

[**/] Unpublished Ph. D. Dissertation, State University of New York at Buffalo, February, 1964.

with their own groups as well as with groups and institutions beyond their immediate circle.

2. . . . Lower-class behavior is more closely related to impulse and immediate feeling than to normative planning. There is little capacity or inclination to defer gratification.

3. . . . Lower-class persons are not inclined toward introspection, and are deficient in ability to conceptualize the self.

4. . . . Lower-class persons have little energy for, or interest in, new thoughts and ideas. Their level of general psychological functioning is low. They have difficulty in handling abstractions, relationships, and categories. Knowledge of the outside world is hazy; critical decisions are made with little comprehension of alternatives or implications.

In effect the very socio-psychological conditions that call for amelioration here are those that present the most formidable barriers to the application of standard educational techniques. Clearly, what is needed is the exploration of new ways of reaching the disadvantaged via educational techniques that are designed to attract them into identifications beyond the immediate; that are oriented to the control of impulsiveness; that aid in the development of self-insight; and that are geared to developing interest in new ideas and thoughts.

Television affords a high degree of potential in accomplishing these goals for three major reasons:

1. Television viewing is a predominant activity among lower socio-economic groups. The study of television viewing habits conducted by Gary A. Steiner--The People Look at Television (Alfred Knopf: 1963)--shows that where 24% of the U.S. population earns less than $3,000 annually, 19% of the television viewers in the U.S. come from this income bracket. Contrast this with the fact that 15% of the population earns $10,000 and over annually, and 9% in this bracket view TV.

   The consequence of this is that TV ordinarily attracts significant proportions of disadvantaged viewers and this avoids the necessity of creating new and artificial means of reaching them.

2. Lower SES persons consider TV as an important source of reliable and useful information (as well as entertainment). In this regard, figures from the Steiner study show that among persons earning less than $3,000 annually, when they compare television to radio, newspapers, and magazines
   . . . 25% claim TV "gives the most complete news coverage" as compared to 7% in the $10,000 and over bracket.
   . . . 36% claim TV "presents things most intelligently" as compared to 15% in the $10,000 and over bracket.
   . . . 37% claim TV "is the most educational" as compared to 22% in the $10,000 and over bracket.

   Thus, lower SES viewers are more likely to take seriously TV fare that is "serious" in nature.

3. Nearly a thousand published studies that have evaluated the teaching effectiveness of televised versus classroom instruction have found no significant differences in the effectiveness of the two methods. Thus, learning generally occurs equally well as a result of exposure to either classroom or television instruction.

From the point of view of a potential study concerned with the use of television to communicate basic information to the disadvantage, a striking short coming was the fact that in all the present American preoccupation with the potentialities of television as an educational tool, very scant thought apparently has been given to the use of television in the broad social education of disadvantaged adult populations. For example, a quite exhaustive recent overview of current progress in educational television closes with a section titled "Promising Next Steps" which comprises "a listing, selected mostly from informed opinion in the field, of promising educational activities that need financial support."*/ Of the twelve activities listed, no mention is made of the social education of disadvantaged adults.

One has to look beyond the shores of the U.S.A. to find any attempt to close this gap either in theory or in practice.

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*/ Judith Murphy and Ronald Gross. Learning by Television (New York: Fund for the Advancement of Education, 1966), pp. 91-95.

Those concerned with promoting economic growth in the underdeveloped nations have moved of recent years from viewing such growth as being determined by purely economic factors to a general acceptance that economic growth can only be based on social growth and that a modern economy can finally only be postulated on a modern society. The emphasis has moved from economic development per se to the more broadly applicable concept of social modernization. And, further, in this context the salient importance of the mass media as tools of modernization has been fully recognized. */

UNESCO has pioneered a series of experiments and studies in developing nations to explore the usefulness of radio and television as tools of modernization among non-cosmopolitan, peasant populations. Utilizing early experience with "Radio Farm Forums" in Canada and "Teleclubs" in France, large scale studies in Japan and India have shown that the electronic media have enormous potential in motivating previously apathetic populations and in disseminating socially ameliorative information.

The bulk of programming presented on American television currently is entertainment, bland, undisturbing, intended to supply recreation and respite, and on the whole succeeding. Information, as such, is imparted

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*/ Daniel Lerner. The Passing of Traditional Society (Glencoe: Free Press, 1958) is a brilliant exposition of this shift in focus.; Lucian W. Pye (ed.) Communications and Political Development (Princeton, New Jersey: Princeton University Press, 1963) is an excellent selection of theoretical analyses of the role of the media in the development of some degree of political sophistication; Wilbur Schramm. Mass Media and National Development (Stanford, California: Stanford University Press, 1964) is a useful encyclopedic overview; Y. V. Lakshmana Rao. Communication and Development (Minneapolis: University of Minnesota Press, 1966) is an enlightening small scale study of the intimate causal connection between the flow of information and modernization in two Indian villages.

only marginally, and then only obtusely as "news". Social change is not essayed; indeed, it is almost avoided like the plague. What is asked of audiences, for the most part, is that they stay as they are. That is, with one exception. They are requested, beseeched and beguiled into first buying and then buying more. In a sense, of course, this is a change. But it is only a change of degree. An acquisitive society is being persuaded into being more acquisitive.

The paradigm of the advertiser is the super market proprietor who, in the week prior to Thanksgiving, appears on television to persuade the American people to buy a turkey. This is a relatively undemanding task. Everyone likes turkey. Everyone is going to buy a turkey anyway.

Our job was very different. Our aim was to change social information gain. By analogy we were almost in the business of persuading people to fast at Thanksgiving.

It must be remembered that any attempt to really change a population or a sub-population that has developed any degree of self-conscious entity is to some extent an assault on that population's complacency. Social change is nearly always a package deal. If innovations are to be introduced, it will almost inevitably be at the cost of shattering constellations of cherished, even hallowed, beliefs and sentiments.

Sadie puts this point well:

> Economic development of an underdeveloped people by themselves is not compatible with the maintenance of their traditional customs and mores. A break with the latter is a prerequisite to economic progress. What is needed is a revolution in the totality of social, cultural and religious institutions and habits, and thus in their

philosophy and way of life. What is therefore required, amounts in reality, to social disorganization. */

According to Dorwin Cartwright:

> To influence behavior a chain of processes must be initiated within the person. These processes are complex and interrelated, but in broad terms they may be characterized as (i) creating a particular cognitive structure, (ii) treating a particular motivational structure, and (iii) creating a behavioral (action) structure. In other words, behavior is determined by the beliefs, opinions, and 'facts' a person possesses; by the needs, goals, and values he has; and by the momentary control held over his behavior by given features of his cognitive and motivational structure. To influence behavior from the outside requires the ability to influence these determinants in a particular way. **/

One is not surprised that Cartwright concludes: "evidence is accumulating to indicate that significant changes in behavior as a result of campaigns are rather the exception than the rule." !/

Not only social dynamics but individual psychological dynamics gravitate against change. Further indications were that the particular socio-economic strata with which we were concerned were more than usually difficult to influence.

Hyman and Sheatsley note that: ". . .there is something about the uninformed which makes them harder to reach, no matter what the level or nature of the information." !!/ They further note, "The close relationship between apathy on the one hand and ignorance of information materials on the other. . ." */

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*/ J. L. Sadie. "The Social Anthropology of Economic Underdevelopment." In David E. Novack and Robert Lekachman (eds.) Development and Society (New York: St. Martin's Press, 1964), pp. 210-220.

**/ Dorwin Cartwright. "Some Principles of Mass Persuasion." Human Relations. Vol. ii, No. 3 (1949), pp. 253-268.

!/ Ibid.

!!/ Herbert H. Hyman and Paul B. Sheatsley. "Some Reasons Why Information Campaigns Fail." Public Opinion Quarterly. Vol. II, No. 3, (Fall, 1947), pp. 412-423.

Although there is reason to believe that television can be used effectively to reach the disadvantaged with highly useful educational materials, the task of implementation poses many problems. Perhaps the most serious among these is the problem of motivation.

The major barrier to the effectiveness with which any ameliorative program functions is the lack of motivation to participate in it on the part of those who would gain the most from it. That is to say, groups who are most likely to benefit from a given ameliorative educational program are least likely to get involved in it voluntarily. Exposure to ameliorative television education poses no exception to the rule. A number of things can be done, however, to overcome audiences' reluctance to view or participate in ETV programs that smack of "education" or "up-lift."

1. ETV programs designed to help the disadvantaged must be imaginative and of immediate practical utility to the viewer. They cannot be smug, coercive, abstract, threatening, or boring. Imaginative use of dramatization, vernacular and colloquial language, visual aids, music and presentation of personnel of pertinent ethnic and/or racial backgrounds is called for in designing such programs. Above all, this kind of programming must afford viewers with help that they can apply to their own personal lives quickly and simply. At the point where audiences

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*/ Ibid.

become assured that they can actually be helped via the television medium, the problem of motivating people to view the programs will be minimized.

In order to develop programming that will attract persons in need of help, considerable research on the motivations of the poor must be conducted. Such research should be oriented to studying the specific psychological and social barriers that exist between the poor and the efforts to help them. Although we know a good deal about this academically, specific action-oriented research that is designed to break down such barriers--and at the same time--that will act to provide guidance for the development of effective educational appeals must be conducted.

2. Given the opportunity to choose between entertainment and serious programming the vast majority of viewers elects to watch entertaining shows. Consequently careful attention must be given to the proper scheduling of ETV programs designed to educate the disadvantaged so that such programs are not put in the position of having to compete unduly with attractive commercial television entertainment shows.
3. Experimentation with a variety of techniques to induce attendance must be conducted in order to generate a high degree of motivation. This calls for developing and evaluating various incentive techniques in order to determine which approaches are most effective.

The overall problem to which this study was addressed centers on the question of the feasibility of using ETV to reach large numbers of disadvantaged persons with pertinent educational information--both economically and effectively.

Since there are few guidelines from the past to go by here, it is necessary to set up a research-experimentation-action operation that will be geared specifically to the demonstration of how educational television may be used to fill certain educational gaps that the disadvantaged normally experience.

A convincing demonstration of the utility of ETV in the poverty arena must contain three essential elements:

1. Element A. Research to perform two specific action functions:
    a. To discern those psychological and sociological characteristics of potential audiences that can be mobilized to motivate them to tune in to ameliorative educational programming.
    b. To provide television production people with ideas and guidelines concerning the effective presentation of pertinent programming format, content, and overall appeal.
2. Element B. The devlopment, production, and airing of ameliorative educational ETV programming that grows out of the research experience above, and that is aimed at accomplishing explicit objectives such as raising levels of awareness and information; creating socially useful attitudes, inducing socially useful action.
3. Element C. Assessment and evaluative research of the entire project as well as of its individual components in order to appraise both merits and shortcomings. Such research should be conducted in order to serve as a standard of judgment for making decisions regarding the future use of ETV for the purposes outlined.

Was it possible to turn the television medium into an actual "school of life"--the use of mass media for mass education--from which the disadvantaged could gain information? Operation Gap-Stop was developed to demonstrate just such a possibility.

As noted above, the impetus for the proposed demonstration came from two separate sources--from the experiences of educational social service and from educational television.

There is an ever-growing recognition on the part of social service practitioners for a need to abandon a unilateral "giving" philosophy which often leads to ever-increasing dependency (and often resentment) on the part of the recipient. Instead, social service practitioners are orienting themselves more and more to an "enabling" philosophy which sets up those conditions that allow potential clients to do for themselves much of what is customarily done "to" them. This approach calls for recognizing and coping with needs as they occur in the community prior to the time they become known formally to educational and social service agencies via individual clients. Implied in this approach is the need for exploring new educational techniques for reaching persons with need.

On this point Weissman states that "social work as a profession. . . a meeter of needs and an identifier of needs" faces many new problems. "Casework and group work agencies can no longer sit back and wait for people to come to them and still consider themselves fulfilling their function." The social worker must become familiar with working in previously "unfamiliar settings and conditions" (e.g. television).

Although there are no published studies on the effectiveness of using television in this country for mass ameliorative education in the sense that is proposed, the experiences of two related efforts are worth noting.

In 1959 a series of programs geared to educating teen-agers was aired over Pittsburgh's ETV station WQED. According to Harold Weissman, "The stated general motif of the show was to broaden teen horizons in terms of ideas and interests--enlightenment through entertainment." Among the conclusions reached by the author regarding effective TV techniques were the following:

> Start where the viewer is, avoid diffuseness and focus on primary objectives, remember that visual impressions are often more meaningful than verbal expressions and that interest in the problem under discussion must be assured before a beginning can be made on a solution.

The Greater Houston Action for Youth Project as reported by R. I. Evans serves as an additional case in point.

Writes Professor Evans:

> Local television stations have, on occasion, dealt with social problems in their communities, but too often such attempts have been single programs rather than integrated, continuing series and have been assigned poor time in the station's program schedule, thus not commanding the appropriate audiences.

The Houston project attempted to remedy the situation by developing, producing, and by locally airing during "Class A" time three half-hour films and nine thirty-minute TV documentaries on various aspects of juvenile delinquency.

Among the findings of the study were the following:

. . . 44% of the TV households in Houston saw at least one program in the series.

. . . Of the persons who saw them, 99% regarded the programs as "interesting."

. . . The programs served to disrupt predominant stereotypes about various aspects of juvenile delinquency.

Dr. Evans' concluding remarks are of particular pertinence:

> The problem, not adequately worked out at this time, is how the vast resources of the mass communication media can be utilized effectively in conjunction with the activities of traditional community social organizers and not be perceived by some as a threat or at best a necessary evil in community social action activity.
>
> All in all, however, in terms of our preliminary evaluation of its impact in the community, this utilization of saturation television programming (in Houston) . . . indicates definite promise. It would seem to provide a preliminary model of such utilization of educational television which could be useful in terms of alerting, educating, and directing communities for action with respect to a variety of other significant social problems.

Since its inception, ETV efforts have been assessed in terms of their impact on learning, attitude shifts, and motivation. Prior to the inception of ETV, much work had been done on the effectiveness of instructional films. In these regards research conducted by Carpenter, Hovland, Lumsdaine, May, Merrill, Kumata, Rock, Schramm, Kanner, and Skornia has been both prolific and enlightening.

It is impossible to review this vast literature in detail here. Suffice it to indicate that the consensus of this research is that learning can be effected via the film and television media; that learning of materials closer to the life experiences of audiences is more easily accomplished as contrasted with abstract materials; that the greater the predispositional motivation, the more easily will learning occur; that it is easier to raise levels of awareness and information via film and television than it is to change attitudes.

In other words, past research has indicated a considerable potential for television to reach large numbers of disadvantaged individuals with about the same educational power as the more usual personal educational approaches.

How these principles are to be applied effectively to the educational amelioration of the lives of the disadvantaged is a challenge to which the mass media must direct their attention. This challenge has been stated most succinctly by Professor Harry J. Skornia of the University of Illinois when he asks, "Is poverty not deeply related to education and motivation of the kind that the new media could help with?"

B. Operation Gap-Stop

In order to attain the primary goal of Operation Gap-Stop, to raise the level of information relative to specific basic social needs among Denver's disadvantaged--the proposed demonstration study was addressed to three major objectives. These were:

1. To demonstrate the utility of the educational television medium in raising levels of awareness and information among selected disadvantaged populations in specific areas of health, social service, employment, and family finance.
2. To determine ways of motivating the disadvantaged to participate voluntarily in community developed educational programs
    a. Through exploratory research and by means of testing different incentives.
    b. By creating and scheduling educational television programs

that will attract and hold the active interest of disadvantaged audiences.

3. To disseminate the proposed research findings and ETV program materials to the greatest possible number of educational and social service agencies and organizations in the hope that eventually greater numbers of persons needing ameliorative education will receive it at a greater economy than is possible through any other educational means.

The proposed demonstration was divided into four phases, preliminary exploratory, implementation, and evaluation.

1. Preliminary Phase

   In the first phase of this study, an extensive search of the available literature was conducted in order to ascertain the uses of television as an educational tool.

   In addition, a search of the literature was also to be conducted about what was already known about the life experiences of the disadvantaged as well as their needs with specific regard to:

   a. Matters of health
   b. Social services
   c. Employment and training
   d. Family financial behavior

   Also, a large number of "experts" in the Denver area--those who work in Denver's social and educational service organizations and among Denver's disadvantaged population--were to be interviewed in order to ascertain the levels of awareness and information among Denver's disadvantaged population as well as this group's needs.

2. The Exploratory Phase

In this phase, a survey was to be conducted with selected samples of disadvantaged families in Denver in order to ascertain, primarily, their levels of awareness and information regarding specific issues that pertain to:

a. Matters of health

b. Social services

c. Employment and training

d. Family financial behavior

The data to be derived in this instance would be used in the development of educational television programs that attempted to convey correct information in those areas where such information either was found lacking or was currently faulty in substance.

This would be accomplished by gathering data on pertinent levels of awareness and information, the following kinds of data were to be obtained:

a. Demographic characteristics

b. Education and employment attitudes and experiences

c. Experience with social service agencies

d. Ways of life

e. Outlook on self and society

f. Attitudes towards self-improvement; motivations for seeking means of self-improvement; experiences with past self-improvement efforts

g. Patterns of mass media habits and attitudes

h. Gratifications derived from television fare; preferences for specific types of programming, time spent with television plus other media of communication

The exploratory phase was also to be designed to test the efficacy of three different methods of inducing people to watch the proposed educational programs. This was to be arranged in the following manner:

With the consent of the Denver Housing Authority, some 649 low-income families who resided in five public housing developments in Denver were to participate in the proposed demonstration. Four public housing developments were to make up the experimental group (Groups A, B, C), the remaining one (Group D) was to serve as a control.

Samples in all four public housing developments were to be subjected to the exploratory interviews. The three experimental groups because they were to be subject to exposure to the proposed educational programs, were then to be given three different types of inducement to view the proposed programs. The control group was neither to be informed about the programs, nor were they to be given any inducement to view them.

The three methods of inducing viewing were to be as follows:

a. Group A was to be given only written materials that describe the programs along with details regarding schedules and channel.

b. Group B was to be motivated to watch the programs via word-of-mouth personal communication only (e.g. via personal contact and a group meeting.)

c. Group C families were to be offered an award of $1.00 per family for each separate program viewed, or $10.00 for viewing all eight proposed programs.

3. The Implementation Phase

In developing the programs for the proposed demonstration, the writers and producers were to draw on the past experiences of social and educational agencies in Denver and elsewhere; on the available literature; and, most importantly, on the research findings to be generated in the Exploratory Phase.

As previously mentioned, past experience with the disadvantaged indicated the four principal area of ameliorative educational need:

a. Health

b. Awareness of social services

c. Employment and training

d. Family financial behavior

What was envisaged here was a series of television programs specifically devised to fill educational gaps in the life experiences of the disadvantaged. The content was to be in substance educational-informational, the information being to some extent instrumental, intended to facilitate the efficient functioning of the individual and of families in society, and was to include to some extent such information which would tend to modify social attitudes in desirable directions. The style and format of these programs has to be designed to reach and engage the concerned attention of the disadvantaged. These programs were to be educational in the broadest and perhaps in the most meaningful sense in that they would seek to aid disadvantaged individuals and disadvantaged families in utilizing their own potential and in entering into fruitful reciprocal intercourse with society at large. Hopefully viewers would be moved towards not only utilizing the social services available to them, but towards making an enhanced social contribution of their own.

Under the series title, Our Kind of World, eight television programs, utilizing a soap-opera format, were to be produced, as well as a series of "commercials" designed to channel the audience to needed social services, etc. It is important to note that each program would attempt to integrate two or more of the eight information areas previously cited in a setting familiar to the disadvantaged target audience.

No particular program would emphasize only one area. It is also important to note that Our Kind of World was to be a series which would dramatize the typical problems of the disadvantaged in Denver in a continuing story format--very similar to the soap-operas shown daily on the commercial networks. Casts were to be chosen from among the disadvantaged population of Denver and consisted primarily of Hispanos and Negroes. In essence, the programs were to be hand-tailored for the audience.

The facilities of KRMA, channel six (the educational television station of the Denver Public School system) were to be used to produce and air the programs. The scripts were to be written by Thomas Espie of the Research Staff for this study. Personnel of KRMA were to produce and direct the programs.

The eight programs attempted to put across information of the following order:

a. Health and Hygiene

Spelled out the way in which microorganisms may cause disease, if left to multiply in food, on the person or in the home. Emphasized the ways in which the body's natural defenses can be supplemented by inoculation, cleanliness, early diagnosis, and medical treatment.

b. Diet

Concerned with the basic proposition that "we are what we eat." Special emphasis placed not only on the fact that adults cannot function properly on inadequate diets, but on the fact that without proper diet children cannot grow to maximum physical potential.

c. Social Services

Concerned with the various services and facilities offered by State and Federal Government, demonstrating just how individuals and families can go about availing themselves of these services.

d. Social Obligations

The prime point made was that without acceptance by individuals of their manifold obligations to society, the services made available to individuals by society would be nil.

e. The World of Work

This was concerned with outlining the wide variety of jobs which exist and how varying rates of remuneration depend on both abilities and education. The program pointed out the importance to the individual of assessing his own particular abilities and the overall importance of education and training.

f. Getting a Job and Keeping It

This covered the business of seeking a job, being interviewed, together with the kind of attitudes and behavior commonly demanded in shop, office or factory.

g. Budgeting

This was concerned with overall management of the family budget, with sensible balancing of spending and saving and with the degree of caution proper to entering into debt.

h. Wise Shopping

The emphasis here was on shopping for food and other necessities. Many poor families are too easily led astray by exaggerated advertisements and promotional gimmicks, lack a good eye for a bargain and are unable to cook cheap staple foods palatably. Information on shopping provided information which could be of use in ameliorating this situation.

4. The Evaluation Phase

The principal purpose of the evaluative phase was to determine:

a. Which of the three previously mentioned motivational techniques was most effective in attracting the most viewers (as well as their characteristics) to the proposed programs.

b. Gains in levels of awareness and information among those exposed to the programs as contrasted to those who were not exposed.

c. Changes in attitudes in the direction of social utility as a consequence of exposure vs. non-exposure.

d. Causes for non-viewing.

e. Relationships between observed educational effects (as well as lack of effects) and program format, style, and contents and the social and psychological characteristics of audiences.

These objectives were accomplished by re-interviewing the exploratory sample (those that still remained) after the eight programs had been aired, and by conducting content analyses of the programs themselves. The interviews were conducted with both the experimental and control groups in order to determine whether and the degree to which exposure to the proposed programs resulted in the educational gains anticipated. Similarly, the evaluative phase afforded insight into the types of persons who were motivated to view the programs, and who benefitted from them the most.

Steps have been taken to disseminate both the research data and the television programs that were developed in the project. Two copies plus the original tape of each program are now available for airing anywhere in the United States. A brochure has also been prepared for dissemination to those ETV stations and community welfare agencies across the country who might be interested in using these programs to raise information levels among disadvantaged populations in their cities. It should be noted that the "commercials" used with the programs in Denver will not be available for use elsewhere in that they refer particularly to Denver and were produced separately. The programs themselves can be used anywhere in the country; local agencies may produce their own "commercials" to channel their audience to the particular social welfare agencies available in their cities.

C. Time Schedule

Operation Gap-Stop was conducted by the University of Denver Communication Arts Center under a federal grant from the United States Office of Education, Department of Health, Education and Welfare.

The grant covered the period from July 1, 1966 thru February 29, 1968. Table II-1 indicates the Time Schedule for each phase of the study.

TABLE II-1

Time Schedules - Operation Gap-Stop

Phase	Dates
Phase A - Preliminary	July 1 - September 30, 1966
Phase B - Exploratory	October 1, 1966 - January 31, 1967
Phase C - Implementation	
Script writing	February 1 - May 31, 1967
Production	June 1 - October 8, 1967
Programs aired	October 9-13 and 16-18, 1967
Phase D - Evaluation	October 19, 1967 - February 29, 1968

SECTION III

METHODOLOGY

This section of the report discusses the procedures that were followed throughout the four phases of Operation Gap-Stop. The organization of this section and the sections that follow adhere to each phase of the study.

A. Phase A - Preliminary

1. Review of the Literature

In this first phase of Operation Gap-Stop, an extensive review of literature was conducted to uncover information about using the mass communications media for mass education--particularly as they relate to disadvantaged populations. In addition, the literature concerning the poor--their problems and needs--was also reviewed.

2. Consultation with Experts

Secondly, the research team consulted with a number of "experts" in the Denver area who were affiliated with public social and educational service agencies. In all, 27 individuals, representing a variety of federal, state and local agencies were consulted.

B. Phase B - Exploratory

1. Objectives

In Phase B of this study, samples of disadvantaged families residing in Denver Housing Authority public housing units were surveyed to determine pertinent attitudes, social and psychological characteristics, experiences, levels of awareness and information, communication and media habits.

The data culled from the exploratory phase were used primarily as guidelines for developing both the format and content of the projected educational television programs.

2. The Development of the Field Instrument

After reviewing the pertinent literature and conducting interviews with experts in the Denver area (Phase A), a questionnaire was developed (Appendix A). Specifically, the questionnaire covered the following items:

a. Demographic characteristics

b. Attitudes and aspirations

c. Communication and media habits

d. Social agencies

e, Social obligations

f. How to get a job and keep it

g. Health and hygiene

h. Food and diet

i. Financial problems

j. Shopping habits

The questionnaire was pre-tested among 26 disadvantaged residents of Denver (these respondents were not in the ultimate sample). Based on the responses in the pre-test, modifications in and additions to the instrument were made.

A second wave of pre-testing was then conducted among 17 disadvantaged residents of Denver (again, these respondents were not included in the final sample).

The final instrument contained 337 questions. The average time for conducting each interview was two hours.

3. Field Procedures and Rate of Refusals

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The interviewers were recruited from the disadvantaged population of Denver in cooperation with several of Denver's social and educational agencies. This provided work for a number of disadvantaged individuals as well as easier access to respondents.

The interview field operations were placed under the overall supervision of a research assistant who trained the interviewers thoroughly and supervised their work throughout. Validation checks on interviewer contacts were conducted.

The rate of respondent refusals in this exploration phase of the study was 7.2%.

In total, 649 interviews were completed within five Denver Housing Authority developments.

4. Sampling Procedure

The universe from which the sample was drawn consisted of dwellers (heads of households) in five housing units of the Denver Housing Authority (Table III-1).

These five units were chosen because they best "matched" the distribution of demographic characteristics in the universe (total residents of Denver Housing Authority). By definition those who live in Housing Authority units are a rather homogenous population. Their ethnic distribution, levels of education, and income levels are similar. In addition, many of these people are welfare recipients and are unemployed.

From this universe it was possible to draw four "matched" sub-samples which represented the populations found among Denver Housing Authority residents totally. For purposes of the study, the sub-samples were used to comprise three "experimental" groups plus one "control" group.[*/]

The distribution of ethnic characteristics among the total population of the Denver Housing Authority is as follows:

a. Hispano - 44%

b. Negro - 25%

c. Dominant - 30%

Standard weighting procedures were used to bring the ethnic characteristics of the four sub-samples into line with the ethnic composition of the universe (i.e., total population distributions for the Denver Housing Authority from which these sub-samples were drawn). In essence, each sub-sample was stratified for ethnic background to match the universe as closely as possible.

The number of households contacted in each sub-sample were distributed as follows:

a.	Group A - (Print motivation)	104
b.	Group B - (Word-of-Mouth motivation)	188
c.	Group C - (Money motivation)	91
d.	Group D - Control	266
	Total Respondents = 649	

C. Phase C - Implementation

In the third phase of Operation Gap-Stop, eight 30-minute television scripts (Appendix B) were written and produced for airing to the target audiences.

These programs were tailored to the specific information needs of the disadvantaged as revealed in the data from the Exploratory Phase. In addition,

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[*/] It should be noted that two of the housing developments were combined into one "experimental" group (word-of-mouth motivational group) in order to form one group whose ethnic characteristics would be in line with the universe.

these programs served a reinforcement function, i.e., they contained information that respondents already knew, but that was nevertheless considered important enough to include in the programs.

These programs--a series entitled Our Kind of World--attempted to depict "real life" episodes in the lives of several fictionalized disadvantaged families much like the respondents who might view them.

Although the programs were designed to produce dramatic impact, their main purpose was to convey information. These "bits" of information were "built-in" to the dramatic story line. In essence, problems and what to do about them were presented dramatically. The "daytime serial" format was adopted for the programs. In the end, the Our Kind of World series was very similar to the serials that are aired on a daily basis by the commercial networks. The sets reflected the type of homes this population lives in and the actors, themselves, came from this disadvantaged group.

These programs were produced by the staff of KRMA - Channel 6, the educational television station in Denver. They were put on the air on October 9-13 and October 16-18, 1967. Our Kind of World was shown twice daily at twelve noon and six o'clock in the evening during these periods.

D. Phase D

1. Evaluation

With the development and the production of the eight programs completed, a series of direct mailing pieces (Appendix C) were prepared and mailed to the Phase B respondents. As previously mentioned, the sample was separated into four groups. The purpose here was to test which of three incentives--paying viewers to watch, printed messages or word-of-mouth messages--would best motivate the respondents to watch such ameliorative programs. The fourth group was to receive no motivational incentives whatever.

a. Money Group

This group was informed that they would receive one dollar for each Our Kind of World program they watched less than eight. For viewing all eight programs in the series, they would receive ten dollars.

b. Print Group

A letter was prepared for each of the 104 respondents in the print group--experimental group A. These letters, which included a brochure, invited the respondents to watch Our Kind of World.

c. Word-of-Mouth Group

A member of the research staff met with 14 women from the word-of-mouth group housing areas and told them about the programs (no mention of a further interview). These women were then instructed to "pass the word" about the programs during their normal contacts in the housing developments.

d. Control Group

The control group received no information from the research project concerning the programs.

e. Letters Requesting Phase D Interview

During the course of the programs, an identical letter was sent to each member of the print, word-of-mouth and control groups asking them to come to the research field office in their individual housing units for an interview. These letters made no mention of the Our Kind of World programs. Table III-2 shows the number of letters each group received and the time schedule involved.

2. Questionnaire

a. Objective

In this final phase of Operation Gap-Stop the sample, drawn in Phase B, was reinterviewed.[*] The objective of Phase D was:

1) To determine the differentials in frequencies of exposure in relation to the motivational techniques that were used.

2) To measure information gains among viewers as compared with non-viewers.

3) To determine whether viewers like the programs and would be interested in viewing more similar programs in the future.

4) To determine whether Our Kind of World affected the life patterns of viewers.

b. Questionnaire

The Phase D field instrument was organized in the following manner:

1) Demographic characteristics

2) Viewership of the programs and reactions to them

3) Informational questions about program contents in order to determine possible gains in knowledge

4) Questions about the programs in regard to possible changes in life patterns

There were 85 questions in the instrument, and the interview took approximately 25 minutes to conduct.

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[*] A total of 424 interviews were conducted within the five housing units of the Denver Housing Authority. The loss in the sample from Phase B was due to people moving, sickness and death, as well as refusals by those respondents to be reinterviewed.

c. Interviewers and Field Procedures

The interviewers were recruited from the disadvantaged in Denver.

The field operations for Phase D were placed under the overall supervision of a research assistant who trained the interviewers thoroughly and supervised their work throughout the field operations. Validation checks on interviewer contacts were conducted.

d. Rate of Refusals

The rate of refusals in this evaluative phase of the study was 3.2%.

Before turning to the body of the report, the reader should note the following:

1) The report is divided into seven sections
2) Tables are at the end of each section
3) Tables do not always add to 100% due to rounding of decimals
4) Asterisks (*) denote one-half of one per cent
5) Dashes (-) denote a zero

TABLE III-1

Adjusted Distribution of Ethnic Sub-Groups selected from Denver Housing Authority Dwellers.

	Base Number of families in sample	Hispano Per Cent	Negro Per Cent	Dominant Per Cent	Other Per Cent
Total					
(Denver Housing Authority - total families - 3221)	649	48	22	28	2
Experimental Groups					
Group A - Print (Westridge - total families -199)	104	46	19	32	3
Group B - Word-of-Mouth (Curtis Platte - Westland- total families 539)	188	38	33	29	-
Group C - Money (Lincoln Park - total families - 410)	91	58	12	28	2
Control Group					
Group D - Control (Sun Valley- total families - 417)	266	59	16	24	1

TABLE III-2

Types of letters and Time Schedule for Experimental and Control Groups, Phase D, Operation Gap-Stop.

	Letter & Brochure Explaining Programs & Interviews	Letter & Brochure about Programs	Letter Requesting Interviews
Control	None	None	Oct. 16, 1967
Money	Oct. 2, 1967	None	None
Print	None	Oct. 2, 1967	Oct. 16, 1967
Word-of-Mouth	*-See Note Below	None	Oct. 16, 1967

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* 14 women from the word-of-mouth group met with a member of the research team on October 2, 1967 and learned about the programs.

SECTION IV

Phase A

THE LITERATURE AND THE EXPERTS

A. Review of the Literature

It has been noted Operation Gap-Stop was very much of a pioneering effort. Because of this there was no body of literature specifically relevant to the task in hand. However, often writers and researchers had been active in the broad area in which we were operating.

One body of literature utilized in framing the final form and content of the eight projected television scripts pertained to the theoretical aspects of the mass communication process itself. In general terms this represented a counsel of caution and moderation. The general conclusion of most of the relevant studies was that we were not going to achieve any striking or dramatic results and such results as we might achieve would be enhanced by "going gently".

Why was this? Simply because the exercise in which we were engaged was peculiarly a difficult one.

One of the first series of communications experiments to be concerned with the same kind of problems as we were was conducted during the war and was aimed at assessing the efficacy of informational films as a means of raising the information and motivation level of American soldiers. These studies are analysed by Hovland, Lumsdaine, and Sheffield in Experiments in Mass Communication [*/] who noted that certain modifications of the viewing stiuation to some extent enhanced intake. For example a simple motivating device such as a promised test had a quite distinct positive effect, as did the introduction of some form of audience participation although in the latter case this was most noticeable in the less intelligent viewers. In the case of viewers who were negatively predisposed to the message of the films

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[*/] Carl I. Hovland, Arthur A. Lumsdaine, and Fred D. Sheffield. Experiments in Mass Communication (New York: John Wiley & Sons, Inc., 1965).

an early presentation of the "opposition" message, later to be countered, aided acceptance of views propounded in the films.

Generally though, the results of these experiments were disappointing and inconclusive. In particular it had been hoped to induce attitudinal modifications through transference of relevant information. Although there was definite information transference no significant resultant modification of attitudes or opinions was detectable.

A later series of related communications experiments was undertaken by a Yale group in the early 1950's.[*] This brought to light several interesting findings. Janis and Fesbach showed that the "fear appeal" was largely ineffective as an instrument of opinion change. Hovland and Weiss noted the existence of a "sleeper affect" occurring when, although information was acceptable, doubt regarding source credibility delayed acceptance until the source was forgotten. The chief contribution of this series of experiments was to underline the fact that attitudinal change was dependent to a large extent on the degree of ego-involvement enjoyed by pre-existing attitudes and on the dynamic influence of group membership.

Another revealing and relevant study also from Yale is reported by Mark A. May and Arthur A. Lumsdaine in Learning from Films.[**] This study consists of a group of experiments aimed at defining the optimum situation for the maximization of informational intake to be derived from instructional films shown to children in the school situation.

Briefly, "To what extent does it [the effectiveness of a film] depend on (a) the content and structure of the film itself, (b) the manner in which it is used,

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[*] Reported in Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, Communication and Persuasion (New Haven: Yale University Press, 1953).

[**] Mark A. May, and Arthur A. Lumsdaine. Learning from Films (New Haven: Yale University Press, 1958).

(c) the pupils to whom it is presented." [*]

The investigative paradigm adopted was very much what we ourselves were to adopt in our own study.

> . . . the basic method of measuring effects produced by a film is fairly straightforward. The measuring instrument is used to determine, first, what pupils are like initially--that is, in the case of a factual film, how much they know about the subject after they have seen the film? The difference between those two measurements then represents the effect of the film; it tells how much pupils have changed (learned) as a result of the film presentation. [**]

Certainly the study showed that the factors explored, variations in format and presentation, variations in the viewing situation and so on, did have an effect on the efficacy of the films as educational vehicles. However one finding was of particular interest to us in so far as we were to have to control over the viewing context in our own study and that was that,

> Pupils who have reached a level of intellectual maturity, or who have acquired a background of knowledge which enables them to understand the content of a film, may be expected to gain enough additional knowledge from it to justify showing it under conditions that are out of context with the lesson syllabus and without supplementary instruction either before, during, or immediately after the projection. [!]

Perhaps the most helpful and relevant conceptualization in the literature was that of Everett M. Rogers. Rogers is concerned with the mechanisms by which innovations spread throughout society. He notes five distinct "idea types" with regard to the adoption of innovations,

> . . . conceptualizations that are based on observations of reality and designed to institute comparisons. The dominant values of each category

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[*] Ibid., p. 2.

[**] Ibid., p. 2-3.

[!] Ibid., p. 313.

> are: innovators, venturesome; early adopters, respect; early majority, deliberate; late majority, skeptical; and laggards, tradition.*/

We had deliberately set ourselves the task of bringing about some degree of change in a population pre-selected by criteria such as would, virtually, by definition, separate out the members of the last two categories, more notably the laggards. The laggards, last to adopt innovations, last to surrender traditional life-patterns, were the most difficult in the whole spectrum to reach with information.

Rogers describes the laggards thus,

> They posses almost no opinion leadership. Laggards are the most localite of all adopter categories, and many are near-isolates. The point of reference for the laggard is the past. Decisions are usually made in terms of what has been done in previous generations. The individual interacts primarily with others who have traditional values. . . . Laggards tend to be frankly suspicious of innovations, innovators, and change agents. . . . Alienation from a too-fast-moving world is apparent in much of the laggard's outlook.**/

These, then, were our target group. Our task was to reach the virtually unreachable.

As something of a counterbalance to such pessimism were some tentative but exciting findings that were likely to be of real help in deciding on a format for the scripts. Herta Herzog!/ had discovered that many listeners used the daytime radio serial as a source of help and advice in meeting real life problems. Of a sample of 2,500 listeners in Iowa, as many as 41% admitted they had sought help with their everyday problems from such "soap-opera" radio programs. Klapper describes this function of such programs as the "school of life function". [*]

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*/ Everett M. Rogers. Diffusion of Innovations (New York: The Free Press, 1966), p. 192.

**/ Ibid., p. 171.

!/ Herta Herzog. "What do We Really Know About Daytime Serial Listeners." in Paul F. Lazarsfeld and Frank N. Stanton (eds.) Radio Research 1942-1943 (New York: Duell, Sloan and Pearce).

Was it possible to turn the television medium into an actual school of life from whence people could learn substantive truths rather than television-land fantasies? *Operation Gap-Stop* was developed to test just such a possibility.

But what should comprise the "curriculum" of such a unique school? What, specifically, should be "taught", and in what manner were the "lessons" to be conveyed most effectively?

A further search of the literature offered some directions to be taken. Consultation with content experts proved to be helpful, as well.

Harrington's pioneering impressionistic tour of exploration into what he calls the "invisible land" of poverty offered some generalized possibilities. [**]

Poverty in America [!] edited by Louis A. Ferman, Joyce L. Kornbluh and Alan Haber is a book of readings which gives an excellent multi-faceted overview of most of the problems in the poverty area. Another book comprising the proceedings of a national conference held at the University of California, Berkely, in 1965, edited by Margaret S. Gordon, curiously enough is also titled *Poverty in America* and performs the same generalized overview function. [!!]

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[*] Joseph Klapper. *The Effects of Mass Communication* (New York: Free Press, 1966) p. 181.

[**] Michael Harrington. *The Other America* (Baltimore: Penguin Books, 1962).

[!] Louis A. Ferman, Joyce L. Kornbluh, and Alan Haber (eds.) *Poverty in America* (Ann Arbor: The University of Michigan Press, 1965).

[!!] Margaret S. Gordon (ed.) *Poverty in America* (San Francisco: Chandler Publishing Company, 1965).

Regarding the economic life of the urban poor Caplovitz, The Poor Pay More,[*] is an exhaustive and revealing compendium of the peculiar and often vicious practices which bring about the clear, if regrettable fact stated in the title. Another useful little source in this area is The Most for Their Money, a pamphlet put out by the President's Committee on Consumer Interest.[**]

The Urban Villagers by Herbert J. Gans is a persuasive sociological analysis of life in the Italian-American slums of Boston.[!] In ethnic terms this is some distance from Denver's Negro and Spanish-American disadvantaged but as a sketch of the life-patterns of the urban poor, it underlines the fact that the problems of poverty are much the same in all parts of the urban United States. Much nearer to home, as it were in ethnic terms, is Health in the Mexican-American Culture by Margaret Clark[!!] which provides invaluable insights into the complex belief-systems and superstitions of the "chicano".

David C. McClelland's The Achieving Society[!!!] offers an acceptable rationale for some of the psycho-social idiosyncracies of the poor.

Another work which although short provides one of the most incisive and revealing insights into the life of the disadvantaged is Low Income Life Styles, a set of readings edited by Lola M. Irelan for the U.S. Department of Health, Education and Welfare.[*/]

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[*] David Caplovitz. The Poor Pay More (New York: The Free Press, 1963).

[**] President's Committee on Consumer Interest. The Most for Their Money (Washington, D.C., 1965).

[!] Herbert J. Gans, op. cit.

[!!] Margaret Clark. Health in the Mexican-American Culture (Berkeley and Los Angeles: University of California Press, 1959).

[!!!] David C. McClelland. The Achieving Society (New York: D. Van Nostrand Company, Inc., 1961).

The literature thus far mentioned has value in that it throws supplementary light on the life-patterns of the disadvantaged. Generally speaking, its usefulness ends there. Of the books mentioned, only Gans gives some account of the communication behavior of the urban poor.[**/] This points not only to a gap in the literature but also to a gap in the thinking that has thus far been directed toward ameliorating the lot of America's disadvantaged.

Most of the "poverty literature" freely admits the general level of ignorance existing among the poor--the ignorance that prompts Margaret Clark's Spanish-Americans to call in a curandera to treat tuberculosis or that permits Caplovitz's slum-dwellers to pay 150% interest on an agreement to purchase. Yet of the 73 contributions to the two symposia, both titled "Poverty in America", only five are concerned with education and by this is understood formal schoolroom inculcation of academic subject matter to children. Not one contribution is concerned with adult education or with non-academic "social" education.

Apparently, although ignorance is recognized as a causal aspect of the poverty syndrome, nobody is giving very much thought to what might be done about this ignorance.

One partial exception to this is in the area of consumer education. Here, possibly because of the influence of the President's Committee on Consumer Interest, the existence of a felt need has been established and something has been done. The

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[*/] Lola M. Irelan (ed) Low Income Life Styles (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966).

[**/] Herbert J. Gans, op. cit.

pamphlet The Most for Their Money, already mentioned, points toward more that could be done.[*]

Generally, though, consumer education ends up as the haphazard distribution of pamphlets, folders and flyers. What is most distressing about these pamphlets is not so much the mode of their distribution but the language in which they are couched.

Here are some instructions on interest payments as illustrations:

> You make 12 equal payments. This sounds like 6 per cent annual interest rate, but you are steadily paying off the principal loan. You will owe about $50 at the end of 6 months. But you will be paying interest on the full $100 when you make your last payment of $8.87. The true annual interest rate is 11.08 per cent. This way, you pay interest on money you have already paid back.[**]

Or, here, from a pamphlet titled Family Fare, some food-tips:

> Other B-vitamins are folic acid and vitamin B12, both important for the healthy state of the blood. They are being used medically with success in treating two hard-to-cure diseases--pernicious anemia and sprue.[!]

What, one wonders, is "sprue"?

Small wonder that, as reported in The Most for Their Money, "Some who have sought to 'educate' the poor have reported resistance and apathy."[!!]

Incidental mention should be made here of an honorable exception to the general level of abstruse verbalism in this area, namely the series of comic-strip consumer education pamphlets put out by BAND--the Bay Area Neighborhood

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[*] President's Committee on Consumer Interest, op. cit.

[**] Division of Home Economics. Federal Extension Service. When You Use Credit--for the Family (U.S. Department of Agriculture, 1964), p. 7.

[!] Family Fare. Food Management and Recipes. Home and Garden Bulletin No. 1 (U.S. Department of Agriculture, 1960), p. 6.

[!!] Op. cit., p. 9.

Development Foundation of San Francisco.[*/] Here the aim apparently has not been to demonstrate the author's erudition but to communicate effectively with unsophisticated audiences on their own terms.

B. Consultation with Experts

In addition to reviewing the expertise to be derived from a bibliographic search, a preliminary canvassing of local experts in the broad poverty area was undertaken, addressed primarily to two questions--i.e., what, in the various informational sectors, should the poor know, and what did they not know.

Altogether, 27 experts affiliated with fourteen separate agencies and organizations, along with two particularly knowledgeable, unaffiliated individuals, were interviewed as the project began. Curiously enough very few of these experts, although they were by reason of their work intimately concerned with getting information to the disadvantaged, had given any thought to devising inventories of just what information in their own particular field it was desirable for the poor to possess and what information they did, in fact, possess. However, in the course of the interviews it was possible to put together profiles of needs that enjoyed relative consensus in the form of eight schedules of information, one for each of the informational sectors originally envisaged.

The consensual need areas derived from these preliminary talks helped to develop the interview schedules that were used in Phase I, and to some degree they provided guidelines for creating appropriate scripts.

However, the experts provided no hard facts to go by. The hard facts that would guide the creation of meaningful scripts would have to come directly from the audiences for whom the scripts were intended.

[*/] Some titles in this series are: Who is Knocking at Your Door?, 12 Secrets of Smart Food Buying, Money for Rent, The Great Furniture Hunt.

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D. EXPERTS CONSULTED

Community Home Maker Service
    Mrs. Carol B. Waitsler, Executive Director

Ben Klein, Attorney and State Representative

Colorado Department of Rehabilitation
    Dr. Parnell McLaughlin, Director

Dr. James Galvin, Psychiatrist

City and County of Denver Department of Health and Hospitals
    Mr. Shell Julac, Asst. Deputy Manager
    Mr. Jim Kent, Applied Sociologist
    Dr. Samuel Johnson, Director

Job Opportunity Center
    Lynn Curtis, Project Director
    Irma Tetzloff, Vocational Coordinator

Public Service Company of Colorado Home Service Center
    Miss Hofstrand, Mrs. Harvel, Mrs. Newell,
    Mrs. Gay, Mrs. Walton, Counsellors
    Mr. Lloyd G. Clements, Director of Promotions

Denver Legal Aid Society
- Mr. Franklin Thayer, Director

Denver Department of Welfare
- Mr. Orlando Romero, Director
- Mr. Larry Chamberlain, Training Officer
- Mr. Dan Waddel, Consultant on Community Services

Denver Metropolitan Youth Center
- Mr. Ed Hunt, Program Head, Counselling and Guidance
- Miss Mary Jo Jacques, Counsellor
- Mr. Julian Ray, Counsellor

Denver Housing Authority
- Senator George Brown: Director
- Mrs. Juanita Taylor, Tenant Relations Director

Colorado State Employment
- Mr. Don Macmillan, Public Relations

Metropolitan Council for Community Service
- Dr. Henry Welch, Director
- Mrs. Galadys Macwhinney, Consultant

Extension Home Agent for City and Council of Denver
- Miss Jacquelen Anderson

Neighborhood Health Clinic
- Miss Paddy Wood, Supervisor of Health Education

Visiting Nurse Service
- Mr. Biarick, Educational Director

SECTION V

Phase B

LIFE STYLES OF THE DISADVANTAGED

A. Objective

Phase B of this study was designed to obtain information about the life styles of the disadvantaged populations who reside in the Denver Housing Authority. Specifically, this exploratory phase sought to identify the essential information that this population lacked about general day-to-day living. In essence, Phase B sought to identify both the major problems encountered and the informational needs of the 649 respondents who were sampled.

Additionally, the data gathered in Phase B were envisioned as being inputs into the development and treatment of ameliorative communication messages in terms of possible themes, appeals and information--to be directed to this group as part of Phase C of the project.

B. Measuring Information Distances

Phase B respondents, despite obvious social and educational handicaps, showed, nevertheless, that they had somehow managed to acquire substantial funds of useful information in a variety of areas. Therefore, in seeking to isolate essential "bits" of information not known by some of the respondents, the problem was not a matter of applying gross measurements (i.e., simply determining what the majority of respondents knew and did not know). Rather, it became one of measuring mean "distances" between what respondents specifically knew and what they did not know about a variety of specific topics in given informational categories. "Distance" here represents the net differences between the proportions of respondents manifesting knowledge and those showing a lack of knowledge about the same subject matter.

In addition, Phase B of this study sought to uncover "application of knowledge" gaps, that is, those disparities between what information respondents had and whether or not they put such knowledge into daily practice.

Finally, in addition to the problem of discerning distances between what respondents knew and did not know, Phase B also sought to determine information areas in which distance in knowledge not only could affect the individual's life patterns, but also could affect society as a whole.

Therefore, two basic criteria were applied to determine what information items were to be emphasized in ameliorative communications to be directed to this target group.

1. Are there general areas of knowledge-lack among respondents that are of importance in maintaining them as individuals even though these lacks may not appear to be substantial?
2. Are there critical areas of knowledge-lack among respondents where even minute gaps cannot be tolerated by a rational community?

The first criterion was developed in order to provide measures of general information distances on the same topics that existed among respondents. These measures of information distances were geared to the future development of information items which were considered to be essential, even though large numbers already manifested some knowledge of them. This measurement was applied to topics where some knowledge deviance from the ideal of a totally educated universe was considered to be socially acceptable. Here ignorance was viewed as affecting the individual primarily rather than the society as a whole.

Distance between knowledge and ignorance was determined in the following manner:

1. Mean net differences between knowledge and lack of it was measured (percentage difference between respondents who knew and did not know what was correct). This was expressed as "par" in percentage points. For example, par expressing the mean net difference between respondents' reputed knowledge about health and hygiene matters (Table V-9) is +67. This means simply that the mean net distance between respondents who manifested knowledge about food and diet matters and those who did not is +67 percentage points or that on the average there were a third more individuals who were knowledgeable about health and hygiene matters than were ignorant of them.
2. Any particular "bit" of information that deviated from par by more than ten percentage points was considered a major area of concern--an area in which further education was needed. For example, the net difference among respondents discussing health and hygiene matters (Table V-9) who said that "children's immunization shots should begin as soon as possible after birth" was +30. This represented a deviance of 37 percentage points below the par of +67.

Therefore, this specific item was considered one about which many respondents still needed additional information.

3. Any particular information item which deviated from par by less than ten percentage points was considered a concern of secondary importance. For example, the net difference between respondents discussing general health and hygiene matters (Table V-9) and those who said that "A person with a fever should be put to bed or given aspirin or should see a physician" was +64. This represented a difference of only 3 percentage points below the par of +67. Therefore, although a third of the respondents still manifested a need for information concerning this matter, it was considered to be of secondary importance.

The second measurement concerned itself with deviances in which there could be no social toleration of any information distance whatsoever. Two categories in which no deviances from par were acceptable were of the following order:

1. Any area where respondents mentioned a failure to put into every-day practice that knowledge which they claimed to know. For example, respondents seeing to it that their "children receive more than three glasses of milk per day" (Table V-8) is above the par of +31.

However, responses showed that there were too many respondents who still did not see to it that their children received more than three glasses of milk per day. Therefore, these informational items were considered to be vital areas of concern for future ameliorative communications.

2. Any informational area that was considered to be vital from the point of view of the community and society. Although there are many informational areas which affect only the individual for the most part, there are informational areas that are so vital to the community and society as a whole that any deviation from the "norm" would not only affect the individual negatively, but the community and society as a whole would also be so affected. For example, Table V-10 indicates that some respondents do not arrange for their children to visit a physician on a regular basis. This is a matter that not only affects the individuals involved but additionally could be detrimental to the total community. Therefore, any deviance in an area that could affect the well-being of the community and society as a whole was considered to be a major area of concern.

C. Profile of Deprivation

The Phase B sample was composed of females predominantly (Table V-1). Proportionately more females were selected because a variety of studies in the area of poverty have indicated the prevalence of female-dominated households among the poor.

Although the full spectrum of age was represented in the sample, the age composition of the group tended to be weighted in the direction of middle-aged and older persons.

Over one-third of the respondents were either separated, divorced or widowed. Seven out of every ten respondents had three or more children living in their households.

Viewing the make-up of this group in synoptic profile--women at home with several children and no father in four out of ten cases--it is not difficult to understand that this particular sample experiences a wide variety of "life" problems daily.

1. Ethnic and Educational Characteristics

The Phase B sample consisted predominently of hispanic respondents (48%). (Table V-2).

As expected, respondents in the Phase B study reflected a low overall educational achievement level. Fully eight of every ten respondents in the Phase B sample did not complete high school, and in the majority of instances (60%) the respondents left school by age 16--a full two years before most American students graduate from high school. Yet, more than six out of every ten respondents (65%) of those who were drop-outs expressed regret at having left school because they believed that they "needed education for further life."

In addition to the lack of formal education, there is a related ethnic problem. In particular, a chronic lack of education was manifested by Hispanic respondents; more than one-half of the Hispanic respondents attended grammar school only (55%) or completed only a partial high school education (51%).

This is not a bright picture. In addition to the problem of many fatherless households, there was an additional gap noted among the target population--lack of a formal education. However, it is clear that the respondents recognized that they had problems; perhaps some method could be devised to help them.

2. Preparation For Urban Living

Further complicating the "disadvantaged" profile of this group is that the respondents in sample B were not prepared to live in a complex, urban environment. It is easy to understand the nature of these problems when one considers the childhood and teenage environments of the respondents.

Almost one-half (48%) were brought up on farms or in small towns.

The respondents' parents were not helpful in the preparation for living in an urban environment. In almost six out of ten cases (58%), the parents of respondents had worked as day laborers or were farm workers.

Coming from this kind of environment, it is not difficult to understand that this sample would encounter extreme difficulties in attempting to attain the skilled positions available in an urban center.

Almost one-quarter of the male heads of households in the sample (23%) were out or work, and of those who were employed, over one-half (54%) were laborers.*/

Completing this profile of deprivation, almost one-half the subjects (44%) reported they had received some kind of public welfare (financial) aid in

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*/ Three out of every 10 Hispano (29%) and one-fifth of the Dominant households were headed by unemployed persons. Among Negroes 13% of the households were headed by unemployed persons.

Denver during 1966. And, almost four of every ten (37%) said they had been receiving welfare for more than one year prior to the interviews.

It is clear that the people who were interviewed in Phase B of this study were unprepared for living in an urban middle-class milieu.

3. The Profile

The population studied in Phase B of this study is characterized by:

a. Family disorganization

b. Lack of educational achievement

c. Little preparation for urban living

d. Lack of financial independence and stability

From these demographic characteristics, it is not difficult to see that this is a problem-ridden group in need of help. However, it would be illusory to believe that all these problems could be resolved in a one-wave educative program with a "shot-gun" pattern, attempting to cover all areas where gaps have been demonstrated. Only long-range programs can begin to raise this group to a better way of living. Yet some ameliorative efforts are called for. To attempt to reach these people effectively necessitated gaining insights into the very factors of life that made reaching them no easy task.

D. Problems, Aspirations, Attitudes and Needs

The profile of deprivation revealed by respondents in Sample B certainly did not yield enough information to define themes for possible ameliorative messages to be directed to them. Although the demographic characteristics of the sample interviewed in Phase B of this study were revealing, information gaps and specific problem areas had to be defined more precisely.

Related to finding out what the respondents did and did not know was the need to delineate major worries and concern; their hopes for the future, and their current life styles; and what their expressed informational needs were.

Simply defining problem areas without relating them to what the respondents actually revealed as their problems, aspirations, attitudes and needs would have been meaningless. If we did not know why there were information gaps--how the respondents viewed their problems, what they felt about the future and what their attitudes towards life were--then we would have great difficulty in determining ways to "reach" these people and help meet these "educational" needs. Basically, if respondents thought that their major problems were of a nature that could be related to lacks of knowledge, perhaps this group could be helped by innovative educational techniques.

Although the respondents pointed to several different problem areas, the primary areas of concern related by three out of every ten respondents referred to (1) problems about money and (2) problems about children. (Table V-3).

Four out of every ten respondents (39%) said that they worried a lot about these two problems--showing a clear concern about living a better life and making sure that their children will have a good life. Only one in every ten (10%) said that they didn't worry about these problems at all.[*]

Even though respondents recognized that they have serious problems that they worry and want more information about, they still want to live a better life--live like everybody else. This was expressed in two ways. These were:

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[*] Proportionately more Negroes said they were concerned with money problems (36%); proportionately more Spanish-named respondents were concerned with children (31%); proportionately more respondents with better educations seemed concerned about their children (30%).

1. Respondents' expressed needs relating to every day problems.
2. Respondents' aspirations.

Phase B respondents mentioned that they need to know more about several areas that relate to better everyday living standards and practices. For example:

1. Almost six in every ten respondents (59%) wanted more information about health problems.
2. Almost one-half of respondents (49%) asserted that they could make use of more information about Denver's social and educational service agencies.
3. One-half of respondents said that they could use more information about food and diet. This included both consumer and preparation information.
4. Over one-half of respondents (51%) expressed a need for more information about how to get a "good job."

This concept of wanting to live a better life is further reflected in the respondents' comments about the future and their children. Fully seven out of every ten (70%) respondents said that they expected their children to have a better life than their own.

The following protocols are illustrative:

> "The future is always brighter."
>
> "I feel that they will have better health and a better education."
>
> "I feel that way because I plan to rear them like my Mother did me."
>
> "Well it just depends on how much schooling they get."
>
> "Because I'm better off now than when I was their age."

Particularly pertinent aspects of these aspirations revolved around parents' hopes for their children's educations.

More than seven of every ten respondents (71%) wanted their children to achieve a high school education or better and more than a third (36%) wanted their children to complete college.

It is important to note that those parents with better educations desired more education for their children. (Table V-4). Generally a relatively high aspiration level was noted among the better-educated for their children's future lives. They do not want their children to have the same kinds of lives they themselves are compelled to live.

Even in recognizing certain problems and desiring a better life and education for their children, this group is hampered by attitudes and "myths" which can disrupt their own attempts to do away with "the lack of a good life."

For example, when asked if "A person's future is largely a matter of what luck has in store for him?", over one-third of the respondents thought that this idea was proper. (Table V-5). In particular, the Hispano (44%) and most poorly educated (50%) respondents in the sample agreed with this statement most often.

Over two-thirds of the respondents (68%) asserted that "These days a person doesn't know who he can count on," denoting a chronically high degree of suspicion aimed at all those who might be of some help to them.

Fully one-third of the respondents said that it doesn't matter what a person knows; only who he knows matters in getting ahead in life. (Table V-6). Those with poor educations (37%) agreed with this statement more often than those with a least some high school experience or better.

Four of every ten respondents expected that "things would be easier" for their families five years from now.

Four of every ten respondents (39%) said that they can plan ahead and make pretty definite plans for their lives generally.

It becomes clear that even though those sampled in Phase B of this study recognized their problems and clearly wanted to do something about them, they would have difficulty overcoming some basic values rooted within the group.

Yet, not all of the attitudes of the disadvantaged group sampled in Phase B of this study were contrary to those shared by middle-class America. Most of the respondents showed a basic optimism and many of their attitudes were in agreement with at least one axiom of the Protestant ethic--that hard work is the way to get ahead.

For example, more than nine of every ten respondents (93%) mentioned that "hard work" and the "right training" were related to getting a good job.

1. Nine of every ten sampled (88%) agreed that any kind of work made for a better life than receiving welfare payments might.
2. Nine of every ten respondents (92%) mentioned that a person had no right to steal even though he might be hungry.
3. Nine of every ten respondents (92%) agreed that "people should try to put a little money away for a rainy day."
4. Eight of every ten respondents (83%) believed that the kind of work a person does is one of the most important things in life.
5. And, seven of every ten respondents (69%) agreed that a person has to be educated or "you will never get anything out of life."

Those sampled recognized many of their problems and, although shackled by some old myths and wives-tales, they manifest many aspirations and attitudes that are not dissimilar to those of the "average," middle-class American. Perhaps these factors could serve as foundation stones upon which a structure of ameliorative-educational messages directed to them specifically might be built.

E. Levels of Information Concerning Food and Diet, Health and Hygiene, Finances and Shopping Habits, Employment and Social Agencies

1. Food and Diet

As previously mentioned, the Phase B sample was female predominately (76%). Many were mothers and without benefit of male heads for their households. Much of what happened to them and to their families depended on what they knew and whether they applied it. Their levels of knowledge and habits in many areas would not only affect themselves but their children as well. For the most part, these were areas in which the "woman of the house" exercised almost complete control, simply by virtue of her preeminent role in the household.

Food and diet was a particular area which was considered to be important in that good food and diet habits have to be practiced everyday. Therefore, respondents' knowledge about and their ability to prepare nourishing meals was considered essential in identifying information distances among this group.

In general, the majority of Phase B respondents revealed that they had a good overall knowledge about food and diet matters. Yet, the data also revealed several discrepancies. (Table V-7). A number of major areas for concern, particularly in regard to the usefulness of specific foods, were uncovered. These were:

a. Meats, vegetables and milk are the most healthful foods.

b. Sweet things are generally not good for health.

c. A child should have three or more glasses milk every day.

d. A generally balanced diet, and particularly fruits and juices, helps avoid catching colds.

e. Beans are good for health; in fact, they are one of the best foods for health.

These information needs concerning food and diet were more clearly shown through the diet habits that were reported by respondents. (Table V-8). In general, they did not appear to put to practice the information that they claimed to know. About one-third of respondents indicated that they were not following good food and diet practices.

These data pointed out a need to include food and diet information in projected ameliorative programming, especially in the area of nutrition habits and practices.

2. Health and Hygiene

Health and hygiene matters, just as food and diet concerns, were considered a primary area of concern because they are mainly controlled by the "woman of the house." Major lacks of information and poor practices in terms of safeguarding health could cause major family illnesses, particularly among children.

In general, Phase B respondents manifested a good general knowledge about health and hygiene matters. Only one area of major concern was discerned among respondents. (Table V-9). This related to the serious matter of immunizing children against diseases. More than one-third (35%) of the Phase B respondents showed that they did not know that the immunization of children should begin as soon after birth as possible.

One secondary area of importance was identified. Almost a fifth of the respondents (18%) did not know that a person with a fever should be put to bed or given aspirin or see a physician.

Respondents showed that not only did they have a general rather overall high degree of knowledge about health matters, but they also indicated that they put it into practice.

For example:

a. Most respondents (94%) mentioned that they would go to Denver General Hospital or a private physician when they experienced a chronic pain.

b. Almost all respondents (98%) reported that they wash their hands before handling or eating food.

Yet, there were several areas where discrepancies appeared. (Table V-10). The major areas were concerned with regular visits to a physician and were related particularly to children.

Although more than three-fourths of the respondents (77%) claimed that they had visited a doctor during the past year, in half the cases respondents reported that their children had not seen a physician over the same period.

In particular, it was the Dominant respondents rather than the Hispano and Negro respondents whose oldest and youngest children were least likely to have seen a doctor recently. In addition, children of parents with lower levels of educational achievement were less likely to have seen a physician during the year preceeding the study. (Table V-11).

Secondary areas of concern regarding health and hygiene habits included knowledge discrepancies as follow:

a. Pregnant women should go to Denver General Hospital, to a public health clinic or to a private physician for help and advice well before the baby is due.

b. Smoking habits

In another area referring to health habits--immunization shots against communicable diseases--approximately one-third of Phase B respondents indicated that some of their children and that they themselves had not yet received immunization against diphtheria, polio, small pox and measles. (Table V-12). This was considered an area of major concern despite whatever small differences between practice and non-practice were noted, because of the possible "epidemic" effects this state of affairs might have on the total community. It was clear that the general subject of immunization against communicable diseases would have to be included in the projected television programs.

Finally, respondents indicated that they were generally well aware of the health facilities that could help them in Denver. For example:

a. Almost eight in every ten respondents (77%) knew about the Neighborhood Health Center.

b. Almost eight in every ten respondents (79%) knew about the Denver Visiting Nurse Service.

c. Finances and Shopping Habits

A major daily activity in any household is related to the purchase of the essentials needed to sustain the family. This, of course, requires sound management of the income that is available to the household.

Eight in every ten Phase B households (80%) earn less than $300 per month. Therefore, the individuals involved must be aware of how to handle what little money they have effectively, and they must practice prudent shopping habits in order that their families will have the essentials needed to sustain themselves.

Respondents in Phase B revealed that they had a rather good overall knowledge about the planning of family finances and budgeting money. (Table V-13). Almost nine in every ten (88%) mentioned that rent and food accounts should be the first bills paid when the family's money is divided up.

Yet there were two major discrepancies concerning knowledge of budgeting. These were:

a. A family's budget should be planned by the husband and wife.

b. A family's money must be budgeted wisely.[*]

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[*] Although this item was only five percentage points below par and would ordinarily be considered as a matter of secondary importance the fact that almost one-quarter of the sample (23%) did not know that the family's money should be budgeted was too important to be considered "secondary".

Respondents' habits relating to the planning and handling of money proved to be much in line with what they claimed to know. (Table V-14). Nine in every ten respondents (90%) on the average mentioned that they paid the rent and food bills before anything else when dividing up their monthly incomes.

However, two areas were discovered in which there were discrepancies concerning bill paying practices. A fifth of the respondents (20%) mentioned that they paid their telephone or utility bills prior to other accounts. Important as such bills might be to everyday living, food and shelter are much more important.

In regard to purchasing practices, Phase B respondents claimed that they were for the most part, aware of and indeed practiced prudent shopping habits. (Table V-15).

Yet, in each category, some discrepancies both in awareness and practice were discernable. These areas were:

a. Make purchases when merchandise is advertised as being "on sale."

b. Read labels on cans, bottles and packages before purchasing.

c. Goods sold at cheap prices are not always a good buy.

d. Comparison of prices for the same items at different stores--comparative shopping.

In particular, it was the Hispano and Dominant respondents as well as those respondents with lower education achievements who were least likely to do comparative shopping. (Table V-16).

More than one-half of the Phase B respondents (54%) reported that they do not pay cash for their major purchases. They prefer to make such purchases on "credit". In fact, more than one-half of the respondents (54%) mentioned that they had bought a variety of things on credit installments during the two years prior to the interview. (Table V-17). Among the purchases made on credit were those for (1) household items (62%), (2) automobiles (22%) and (3) personal items (14%).

In particular, it was the Hispano and Negro respondents who were more likely to be paying credit installments than were Dominants. Making purchases on credit requires careful study of the credit contract before signing it in order to be sure that the payments can be made and that the contract is fair.

More than eight in ten respondents (85%) said that they were aware that a person should read a credit contract before signing it. (Table V-18).

Yet, even though respondents claim to be aware of good practices in regard to making major purchases, discrepancies were discovered in regard to their dealings with salesmen. Two major areas for concern were uncovered. These were:

a. Responding favorably to door-to-door salesmen.

b. Asking questions of salesmen; getting information from store personnel before buying.

Further, Phase B respondents manifested a reluctance to try to do anything about a "bad deal" that they might get from an unscrupulous salesman. Of nearly one-fifth of the respondents (18%) who mentioned that they had been cheated by a salesman, landlord, loan company or store in the past, four of every ten (40%) indicated that they had "done nothing about it."

Almost one-third (32%) of all respondents said that they would rather keep quiet about being cheated than to get "mixed up" with lawyers and the courts.

Table V-19 indicates that it was the Hispanos rather than the Negro and Dominant respondents as well as those with lower educational achievements who would be least likely "to do something" about being cheated.

4. Employment

Employment--how to get a job and hold onto it--is an essential part of everyone's day-to-day existence. It is principally through work that a person can sustain a household.

Yet, in the Phase B sample employment problems were not given a high priority focus because, as was mentioned previously, the sample was female predominantly. These women were mostly housewives whose main "job" was to look after the family, especially their children. Few of them were employed (4%) and therefore, it was not expected that they should need a high level of information about employment problems. Yet, in their roles as potential information conveyers, the "woman of the house" should have some knowledge of employment problems in order to help the members of her family.

In general, Phase B respondents are aware of the sources and agencies where a person can find help in getting a job or training for a job. (Table V-20).

For example:

a. More than eight in every ten respondents (84%) said that they had heard of the Emily Griffith Opportunity School (for free vocational training).

b. More than eight in every ten respondents (81%) said that they had heard of the Job Corps.

Yet, the data revealed several discrepancies. Four major areas for concern were uncovered. These were:

a. Awareness of the Neighborhood Youth Corps.

b. Colorado State Employment, Welfare Department and other job training agencies are "good places" from which to seek advice about the best work suited to a person.

c. Training courses at the Colorado State Employment service and the Emily Griffith Opportunity School are free.

d. Where to go for advice about apprentice training.

Phase B respondents do not seem to be aware of good on-the-job practices. (Table V-21). Although respondents indicated that they knew about certain on-the-job practices (e.g., nearly all respondents (96%) said it was a good idea to ask questions on the job about something a person does not understand), the data revealed two discrepancies for major concern.

These were:

a. A person should not quit a new job solely because he has initial physical "work pains" without giving the job a chance.

b. A person should not request time off if a distant relative dies (not in the immediate family).

One area of secondary importance was discovered in regard to on-the-job practices. This item concerned the amount of notice (two weeks) to be given before leaving a job.

In seeking jobs, respondents seemed to be generally knowledgeable about job qualifications and the preparation for and conduct during interviews. (Table V-22). However, one major area of discrepancy revealed that there still remains somewhat of a "myth" surrounding the process of getting a job.

Over one-third of the respondents (35%) (Table V-23) said that they believed that in getting employment "who you know counts more than what you know."

In particular, those respondents with proportionately lower educational achievements as well as Hispano and Negro respondents were most likely to assert this.

A secondary matter of concern was also discovered. This was in regard to the most important things needed in order to get a job. Three in every ten respondents (30%) said that they did not know what training, education, and experience were most important.

Further "myths" were revealed when the Phase B respondents talked about the general manpower situation in this country today. For example:

a. Almost six in every ten respondents (57%) said that there was no labor shortage whatsoever in the United States today.

b. Almost three-fourths of the respondents (72%) disagreed that any labor shortages today exist within the skilled trades.

5. Social Agencies

When a person has problems that he cannot solve by himself, many agencies, both private and public are available where the individual can receive help and advice.

Denver has over 50 such major social service agencies in the areas of health, welfare, job training and finding jobs, services for the home and counselling for family problems. Most of the services are performed among the very disadvantaged, problem ridden, groups in the City and County of Denver that comprised the Phase B sample.

Respondents in the Phase B sample generally are a problem-ridden group. These respondents face problems on a day-to-day basis for which they have no answers.

These people cannot help themselves; they need outside professional help. However, they do not always know from where to obtain such help. For example, Table V-24 shows that at least one-quarter of the respondents do not know where to obtain help if they have major problems in their families. Additionally, substantial proportions showed lack of information regarding:

a. Where to get help in finding a foster home for children

b. Where to get help when children got into trouble with the police.

c. Where one can get help if he or she is having marital problems.

Further, respondents revealed no idea of the particular services that are provided by key social and educational agencies in the city. (Table V-25). These were:

a. Community Homemaker Service

b. Urban League

c. LARASA

d. Metropolitan Council for Community Services

e. Crusade for Justice

Although each ethnic group in the study manifested some lack of information concerning Denver's social and educational agencies, it was the Hispano respondents rather than Negro or Dominant respondents who were less likely to know about these agencies. (Table V-26).

6. In Sum

Although large numbers of the Phase B respondents manifested a relatively high level knowledge about food and diet, health and hygiene, employment, finances and shopping habits, the data suggested that the respondents in Phase B still need to know much more information in order to improve their own personal lives as well as the lives of their families.

a. Although the respondents claimed to know certain essential information within each area, they still remain misinformed, lack essential information specifics; and are influenced by "myths" to a serious degree.

b. Although most respondents are relatively knowledgeable, in many instances they apparently fail to put the knowledge they possess into practice.

c. Respondents were misinformed about critical topics that are not only vital to the individual but to the community as a whole.

d. Respondents were not aware of the many services in Denver that can try to ameliorate their problems.

e. Each ethnic group manifested low levels of information in certain areas. However, it was the Hispano respondents who were least likely to know essential information and to make use of Denver's social and educational service agencies.

f. Respondents with less formal education were least likely to know essential information and to make use of Denver's social and educational service agencies.

These data on knowledge-lack and application of knowledge discrepancies pinpointed precisely where ameliorative messages should be aimed.

Now what was needed was research data about the mass communication habits and preferences of the target population in order to fashion an effective vehicle for communicating the needed information to it.

These data were also obtained in Phase B.

F. Channels of Communication

By what means is it possible to reach the disadvantaged with ameliorative communication?

The best way to determine this is to investigate the ongoing communication habits of a target population in order to ascertain which are the open channels that exist within the group.

It was precisely such an objective that was pursued in Phase B.

1. Membership in Organizations and Patterns of Interpersonal Communication

Data from Phase B indicate that the population studied generally does not participate in formal organizations, thus cutting down the possibility of assimilating information, counsel and guidance directly through such affiliations.

a. Sixty-five per cent reported that they belonged to no formal clubs or organizations whatever.

b. Over eight in every ten respondents (81%) said that they had not joined any club or organization whose aim was to improve the area in which they lived during the past year.

c. Almost three-fourths of the respondents (74%) indicated that they had not been to any neighborhood club or organizational meetings during the past year.

d. Over nine of every ten respondents (94%) indicated that they had taken no formal leadership role during the previous year in improving their neighborhood.

These facts indicated that attempts to communicate with the Phase B population through formalized channels such as clubs and organizations would fail to reach the great majority of respondents.

On the other hand, there were many indications from the Phase B data to the effect that this population was heavily engaged in informal patterns of casual face-to-face communication. Frequently, these exchanges on a strictly personal basis revolved about topics of concern both on an individual and on a community level.

Thus, 73% of the Phase B sample reported having visited friends, relatives, and neighbors during the week preceeding the interviews.

a. Seventy-one per cent claimed to have discussed personal problems during exchanges with friends, relatives, and neighbors.

b. Sixty-nine per cent reported that they talked about neighborhood affairs with others.

These particular data suggested that information communicated to specific individuals in the Phase B sample would proceed to larger "secondary" audiences beyond the primary targets through processes of interpersonal exchanges. In other words it appeared that information which would be directed to primary targets would ultimately reach larger groups via the classical "two-step-flow" of information diffusion.

The problem now was to identify the best method by which to direct ameliorative messages to the target group. Once a medium of information was developed, then, hopefully, the informal networks of interpersonal communication already in existence would both reinforce and further disseminate the information provided through the "two-step-flow".

The informal nature of interpersonal communication precluded its use as the source. Such communication networks are not reliable enough in that it would be impossible to maintain a "continuity of messages" with everyone receiving the messages at the same time. Messages would be distorted, as they were transmitted from person to person--a not uncommon occurrence in face-to-face communications situations.

Consequently, information messages to be injected into the daily life patterns of the target group would have to be initiated in a formal source; that is, in one which (1) would be available to everyone, at the same time; (2) be salient to this group and (3) which would allow for continuity in the presentation of ameliorative messages.

The mass media could ostensibly serve these functions.

2. Media Habits--Print

The Phase B research indicated that respondents did not do much reading per se.

For example:

a. Two-thirds of the respondents (67%) indicated that they had not read a newspaper the day before the interview.

b. Almost nine in every ten respondents (89%) asserted that they had not spent any time reading magazines the day before the interview.

It is obvious that respondents' reported reading habits would necessarily eliminate the use of print in attempting to disseminate ameliorative messages to this group.

3. Media Habits--Radio

Data uncovered concerning the use of radio in the disadvantaged households sampled in Phase B indicated that radio probably would be a better channel of communication than print. Yet, the radio listening habits reported by this group indicated that this channel would also be largely closed.

Although eight in every ten respondents (85%) said that they had a radio, seven in every ten (69%) on the average mentioned that they had not listened at all during the day preceding the interview.

It was obvious that another source had to be used--a source that these people were both interested in that they made use of on a regular basis.

4. Media Habits--Television

The television viewing habits of Phase B respondents provided a sharp contrast when compared to other media habits. Nearly all the respondents (90%) reported that they had a television set in their household. And, the data, unlike those uncovered in regard to radio, indicated that this group uses television regularly.

Table V-27 indicates the reported viewing habits of respondents on the day previous to the interview. Almost three-fourths of the respondent's reported that they had watched some television on the day previous to the interviews. Although TV viewing is concentrated in the evening, half or more of the respondents reported using television throughout the day.

Table V-28 shows the time spent by respondents viewing television on the day prior to the interview. There was increased television viewing as the day progressed. In the evening, almost one-half of the respondents (48%) watched television for two hours or more. This is in contrast to 28% who spent two or more hours viewing television in the afternoon and

18% who spent more than two hours viewing during the morning hours.[*/]

A further indication of respondents' regular use of television was that almost eight in every ten respondents (77%) mentioned that they anticipated watching some television the evening following the interview.

These findings indicated a high degree of television penetration within these disadvantaged households. The fact that this group spent a great deal of time each day watching television indicated that the potentiality of reaching the target population with this particular medium was relatively high.

5. Functions of television

The fact that respondents report using television on a more or less regular daily basis indicated only that respondents watch TV. Further information was needed about what roles television played in the daily lives of respondents. What particular functions did exposure to television serve in these disadvantaged households?

Respondents indicated that indeed television was an important part of their lives. Of all the mass media of communication, television was mentioned by one-half as the "most important" in their lives as compared to newspapers (18%), radio (17%), books (16%) and magazines (2%).

One-quarter of the respondents stated that television was of secondary importance in their lives. Radio was cited by 31%, newspapers by 27%, books by 10% and magazines by 4% as media of secondary importance in their lives.

[*/] Respondents spent more time viewing television than in conversation with friends and neighbors. For example, in the afternoons, almost one-half of the respondents (46%) said that they spent more than one hour viewing TV while only 32% spent more than one hour in conversation. Sixty-five per cent spent more than one hour viewing television in the evening, while 30% mentioned devoting more than one hour in conversation.

Table V-29 indicates that there are both psychological reasons--escapist in nature--as well as very practical reasons for using television.

Although half of the respondents (48%) mentioned that they used television as generally "escapist" fare, more than three-fourths (78%) on the average indicated that they used television for "learning" purposes--to find out something about the world in which they live.

Phase B respondents not only said that they "learned" from television but a majority (57%) was able to specify what they had learned from TV in the past.

a. More than one-quarter of the respondents (28%) cited social information (how people live and how to get along) as what they had learned.

b. More than one-quarter of the respondents (26%) mentioned that they had learned about home skills and food preparation from television.

Further, on the average, one-half of the respondents (48%) asserted that they get most of their information about what is going on in the world and in the Denver area specifically from television as contrasted to newspapers (Average 32%), radio (Average 15%), or magazines (Average 1%).

The implications of their findings were unavoidable. If the prime function of television here was that of conveying information and individuals relied on TV then that particular medium should be given prime consideration as a vehicle for reaching target groups.

The next question was whether or not the respondents would watch ameliorative type programming? Was there any kind of potential demand for such programs?

Table V-30 indicates that there was, indeed, a substantial interest in viewing TV programs containing informational material. In fact, eight in every ten respondents (79%) on the average asserted that there was a "good chance" that they would watch informational type programs relating to their every day problems: that is, health, money management, jobs and where to get help with problems in general.

But when could these respondents watch such programming? In "prime time" evening hours when the networks were airing entertainment programs? Even though Phase B respondents indicated that they might watch such informational programming, the presentations had to be aired so that they would not compete or interfere with everyday activities, including television viewing, especially during the evening hours. If the prospective programs were to be aired during prime evening television hours, there would be a considerable loss among the target audience.

Other convenient and available time periods had to be found in which to air the programs--times when the sample would be available to watch the shows if they wished to do so and times that would not be in direct competition with normal network programming.

Table V-31 indicates the most convenient times mentioned by respondents for watching television. If programs were aired before 2 PM, one-quarter of the potential audience would be available to watch the programs if respondents wished to do so. Eighteen per cent of the target audience might be reached during the hours from 2 PM to 6 o'clock in the late afternoon. Theoretically, almost one-half (45%) might be available to television programs scheduled after 6 o'clock during the evening.

The strategy in choosing time schedules for the potential television programs, then, would be sure to take into account time slots that are both available and not inconvenient for respondents to watch if they wished to. Additionally they could not conflict with high viewership of "prime time" network programming. In Denver prime TV time occurs between 6:30 PM and 10:00 PM.

Taking into account the various possibilities involved, on balance, it appeared that both the noon hour and 6:00 PM would be adequate times during which prospective programming could be directed to maximum potential audiences.

Generally, the mid-day program would be convenient to the women in the sample; and perhaps a repeat evening showing of the same programs would enable potential male viewers to see the shows as well. These considerations would insure maximum exposure and penetration of the programs among Phase B respondents under the existing conditions of available air time; non-competition with network fare; and available potential audiences.

As has been noted, Phase B respondents showed that they needed information in a variety of areas, and they indicated that they might watch ameliative programming designed to help fill these needs. They also revealed how available they might be to such programming in terms of time.

One final question remained. What form would the prospective communications take?

6. Program Format

Given the primacy of television's "teaching" functions cited by Phase B respondents, it might be expected that this group would be interested in watching news and documentary programs. This was not the case. Only 7% of those sampled mentioned this type of programming as being their favorite type TV fare.

On the other hand, the type of programming most frequently cited by respondents as their favorite was the drama in some form or another (46%). Thirty-nine per cent cited the drama as their second choice.

If dramatic programs were the type of program that respondents liked the best, then perhaps the merging of the learning function with a particular dramatic format could result in a program format which was both entertaining and informative.

The dramatic types of programming mentioned by respondents included several different formats within which dramatic action is presented. These included westerns, daytime serials, general dramatic shows, spy and war shows, and science fiction.

Within the category of drama, the daytime serials and westerns were the most frequently cited. (Table V-32).

The daytime serial was mentioned by 16% of the respondents as their favorite type of dramatic programming and by 14% as their second favorite type. Westerns were cited by 13% each as first and second choices. Perhaps one of these program formats could be used to combine both ameliorative entertainment and information content into a "plot line" that was analogous to this group's daily life patterns, problems, and needs.

The people who were studied in Phase B live in an urban environment. The sample, it will be recalled, was female, predominantly, and the problems faced by this group had for the most part, to do with family difficulties concerning children, employment, money, and health. Given these circumstances, it was apparent that a western format would not be too effective a vehicle for reaching this group.

Westerns are usually characterized by non-urban settings; depict individualized rather than family situations, and, very often, portray males in the primary roles. On the other hand, daytime serial format seemed to lend itself more appropriately to the needs and interests of the target audience.

Daytime serials most often deal with family problems in an urbanized setting. Females characteristically occupy to dominant roles in this type of fare. Therefore it seemed entirely possible that a serialized drama might be the best possible format through which to "reach" this group. Further, this possibility seemed congruent with past findings concerning the functions of soap-operas in the lives of listeners and viewers.

For example, Herta Herzog discovered that many listeners used the daytime radio serial as a source of help and advice in meeting real life problems. Of a sampling of 2500 radio listeners studied by Herzog in 1941 fully 41% reported that they sought help with their everyday problems from such soap-opera programs.[*/]

Joseph Klapper describes this function of the daytime serial drama as a "school of life."[**/] The serial drama "school of life" depicts people coping with every day life problems in an operational ad hoc manner. These problems for the most part, are involved with family difficulties and the themes, in many cases, reflect similarities to real life situations.

Through processes of identification and analogizing audiences of serialized dramas often learn to cope with their own real-life problems in the manner with which they are resolved fictionally.

Was it possible then to create a televised "school of life" that could possibly help the hapless lots of the Phase B respondents?

This is precisely what was attempted in the following phase of the project--Phase C.

[*/] Herta Herzog, "What We Really Know About Daytime Serial Listeners," In Lazarsfeld, Paul F. and Stanton, Frank N. (eds). Radio Research 1942-1943 (New York: Durell, Sloan and Pearce).

[**/] Joseph Klapper, The Effects of Mass Communication (Glencoe Free Press, 1966) p. 181.

TABLE V-1

Sex, Age, Marital Status and Number of Children in Household

	Number	Per Cent
Sex		
Male	156	24
Female	493	76
Age		
16 - 20 years	14	2
21 - 30 years	150	23
31 - 50 years	228	35
51 - 70 years	140	22
71 years or older	110	17
No answer	7	1
Marital Status		
Married	254	39
Separated	110	17
Divorced	92	14
Widowed	46	7
Single	140	22
No answer	7	1
Number of Children in Household		
None	65	10
1 or 2 children	182	28
3, 4 or 5 children	246	38
6, 7 or 8 children	91	14
9 children or more	58	8
No answer	7	1

TABLE V-2

Distribution of Ethnic Characteristics and Educational Achievement Levels

Characteristics	Number	Per Cent
Ethnic Background		
Hispano	313	48
Negro	140	22
Dominant	182	28
Other */	4	2
Educational Achievement		
Grade school, 1 - 8 years	301	46
Some high school, 1 - 3 years	222	34
High school, 4 years	111	17
Some college, complete college and Graduate **/	15	2

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*/ This category is not used further in this study. The percentage of respondents was consistently too low for comparative analysis. Therefore a base of 635 is used for ethnic characteristics.

**/ This level of educational achievement is not used further in this study. The percentage of respondents reaching college level achievement was considered too low for comparative analysis. Therefore, a base of 634 is used.

TABLE V-3

"Everybody has some things he worries about more or less. What kinds of things do you worry about most?"

Problem	Number (649)	Per Cent (100)
Money	201	31
Children	182	28
Health	117	18
Jobs, family and politics	45	7
No worries	26	4
Other	52	8
No answer	26	4

TABLE V-4

Educational Aspirations of Disadvantaged Parents for Their Children in Relation to Parental Education

	Level of Achievement Desired for Children					
	8 years partial high school	High school	Some college Complete college	No difference	As much as possible	Don't know; No answer
Parent's Education	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Total (634)	3	24	47	1	5	19
Grammar (301)	4	27	35	1	7	26
Some high school (222)	4	24	57	-	3	13
High school (111)	3	22	62	1	3	10

TABLE V-5

"A person's life is largely a matter of what luck has in store for him," by Ethnic Background and Education.

	Base	Agree Per Cent	Disagree Per Cent	Don't know; No opinion Per Cent	No answer Per Cent
Ethnic Background					
Total	(635)	39	54	7	-
Hispano	(313)	44	48	7	1
Negro	(140)	40	53	6	1
Dominant	(182)	29	65	6	-
Education					
Total	(634)	39	54	7	-
Grammar	(301)	50	41	9	-
Some high school	(222)	32	62	5	1
High school	(111)	30	66	4	-

TABLE V-6

"When it comes to getting ahead in this world, who you know counts more than what you know," in Relation to Educational Achievement.

	Base	Agree Per Cent	Disagree Per Cent	Don't know; No opinion Per Cent	No answer Per Cent
Education					
Total	(634)	33	54	12	1
Grammar	(301)	37	48	15	-
Some high school	(222)	27	62	11	-
High school	(111)	32	57	10	1

TABLE V-7

Net Differences in Respondents' Reputed Knowledge About Food and Diet Matters.

Knowledge Concerning Food and Diet	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
The kinds of foods that generally make up a balanced diet - proteins and carbohydrates.	82	18	+64
Foods that build healthy bone and muscle.	91	9	+82
Foods for stopping "your family from getting sick".	88	12	+76
Foods for building healthy teeth and bone.	88	12	+76
Meats, vegetables and milk are the most healthful foods.	62	38	+24
Sweet things do not do anything for anyone.	64	36	+28
A growing child should have three or more glasses of milk everyday.	60	40	+20
A generally balanced diet (particularly fruits and juices) helps avoid catching colds.	55	45	+10
Beans are good for health.	51	49	+ 2

Par = +42

TABLE V-8

Net Differences in Respondents' Habits Relating to Food and Diet Practices.

Problems Relating to Food and Diet	Practice Per Cent	Do Not Practice Per Cent	Net Difference Percentage Points
Children receive more than three glasses of milk per day.	68	32	+36
Report having eaten a "balanced" supper (the evening before the interview).	64	36	+28
Respondents who said they had eaten a "balanced" breakfast (the morning before the interview).	64	36	+28

Par = +31

3

TABLE V-9

Net Difference in Information Relating to General Health and Hygiene Matters.

Specific Areas of Information	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
It is unhealthy to leave dirt around the house.	87	13	+74
A person with a fever should be put to bed or given aspirin or should see a physician.	82	18	+64
Smoking is bad for health.	91	9	+82
A person has a fever when the forehead is "very hot" or when a person's temperature is over 98.6 degrees.	87	13	+74
Children's immunization shots should begin as soon as possible after birth.	65	35	+30
Doctors are best for treating sickness rather than healers, religious persons and midwives.	89	11	+78

Par = +67

TABLE V-10

Net Differences in Respondents' Habits Relating to Health and Hygiene Matters and Facilities.

Specific Habits Relating to Health and Hygiene	Practice Per Cent	Do Not Practice Per Cent	Net Difference Per Cent
Go to Denver General Hospital, or a public health agency, or a private doctor for a chronic pain.	94	6	+88
Have seen a physician during the past year.	77	23	+54
Wash hands before handling or eating food.	98	2	+96
Report oldest child having seen a doctor during the previous year.	48	52	- 4
Report youngest child having seen a doctor during the previous year.	49	51	- 2
A pregnant woman can go to Denver General Hospital, a public health clinic, or a private physician for help and advice.	84	16	+68
Smoke more than a pack of cigarettes per day. */	81	19	+62

Par = +53

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*/ 19% report smoking more than 1 pack.

TABLE V-11

Children's Visits to a Doctor Within Past Year in Relation to Parents' Ethnic Background and Educational Achievement.

	Child visited a doctor within 1 year	
	Oldest	Youngest
	Per Cent	Per Cent
Ethnic Background		
Total (635)	48	49
Hispano (313)	54	56
Negro (140)	57	58
Dominant (182)	39	32
Education		
Total (634)	48	49
Grammar (301)	31	37
Some high school (222)	61	60
Complete high school (111)	63	61

TABLE V-12

Net Differences of Respondents' Actions Relating to Immunization Against Communicable Diseases.

Immunization Against Communicable Diseases	Yes Per Cent	No Per Cent	Net Difference Percentage Points
Children immunized against diphtheria	64	36	+28
Children immunized against polio	63	37	+26
Children immunized against small pox	62	38	+24
Children immunized against measles	52	48	+ 4
Respondents themselves immunized against polio	67	33	+34
Respondents themselves immunized against small pox */	61	39	+22

Par = +23

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*/ "No," in this case means--Don't Know.

TABLE V-13

Net Differences of Respondents' Knowledge Relating to Budgeting Money.

Budgeting Money	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
The family's money should be budgeted.	77	23	+54
The family's budget should be planned by both the husband and wife.	65	35	+30
The rent should take first priority before all other bills.	88	12	+76
The food bills should be among the first two bills paid.	88	12	+76

Par = +59

TABLE V-14

Net Differences of Respondents' Habits Relating to Financial Matters.

Habits Relating to Financial Matters	Practice Per Cent	Do Not Practice Per Cent	Net Difference Percentage Points
Pay the rent before anything else.	92	8	+84
Pay food bills given second priority.	87	13	+74
Telephone bills take first priority */	20	80	+60
Utility bills take first priority */	20	80	+60

Par = +65

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*/ Practice, in this case, refers to those who claim to pay these bills first; this is considered as "bad" practice.

TABLE V-15

Net Differences of Respondents' Awareness and Practice of Prudent Shopping Habits.

Shopping Habits	Aware of or practice Per Cent	Unaware of or do not practice Per Cent	Net difference Percentage Points
Occasionally buy things advertised as being "on sale".	64	36	+28
Read the labels on cans, bottles and packages before making a purchase.	78	22	+56
Goods sold at cheap prices are not always a good buy.	73	27	+46
Compare prices for the same items at different stores.	41	59	-18

Par = +33

TABLE V-16

Frequency of Comparative Shopping by Ethnic Background and Education.

	Compare Prices		
	Always & Very Often Per Cent	Hardly Ever & Never Per Cent	Don't Know; No answer Per Cent
Ethnic Background			
Total (635)	40	59	1
Hispano (313)	36	62	2
Negro (140)	51	49	1
Dominant (182)	39	60	1
Education			
Total (634)	40	59	1
Grammar (301)	33	65	2
Some high school (222)	48	51	1
High school (111)	41	58	1

TABLE V-17

Respondents Who Purchased Merchandise on Credit During Past Two Years, by Ethnic Background.

	Yes Per Cent	No Per Cent	Don't Know; No answer Per Cent
Total (635)	54	45	1
Ethnic Background			
Hispano (313)	62	37	1
Negro (140)	61	39	-
Dominant (182)	36	63	1

TABLE V-18

Net Differences of Respondents' Claimed Habits in Dealing With Salesmen.

Dealing with Salesmen	Practice Per Cent	Do Not Practice Per Cent	Net Difference Percentage Points
Never buy things from a salesman just because he is friendly.	85	15	+70
Never buy things from a salesman because he might think a person "stupid or impolite" for not making the purchase.	90	10	+80
Never let a salesman in the house.	65	35	+30
Ask questions of salesmen even though a person isn't sure of making a purchase.	41	59	-18

Par = +45

TABLE V-19

"What would you do if you were ever cheated?" by Ethnic Background and Education.

	Base	Do Nothing Per Cent	Do Something About it Per Cent	Don't Know; No Answer Per Cent
Ethnic Background				
Total	(635)	32	58	10
Hispano	(313)	33	55	11
Negro	(140)	31	61	7
Dominant	(182)	29	60	11
Education				
Total	(634)	32	58	10
Grammar	(301)	36	51	12
Some high school	(222)	30	61	10
High school	(111)	24	69	7

TABLE V-20

Net Differences of Respondents' Knowledge of the Sources and Agencies of Help in Obtaining Jobs and Training in Denver.

Knowledge of Sources and Agencies	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
Heard of Emily Griffith Opportunity School (for vocational training).	84	16	+68
Knowledge of the services offered by the Emily Griffith Opportunity School.	76	24	+52
Heard of Job Corps.	81	19	+62
Heard of Job Opportunity Center (training and job placement service).	75	25	+50
Heard of Neighborhood Youth Corps.	59	41	+18
Colorado State Employment Agencies, Opportunity School and Job Corps are good places to go for advice and help in getting a job.	72	28	+44
Colorado State Employment, the Welfare Department and other job training and placement agencies are good places to seek advice about the best work suited for a person.	60	40	+20
Training and courses at the Colorado State Employment Service and the Opportunity School are free.	46	54	- 8
Where to go for help and advice to become an apprentice.	41	59	-18

Par = +35

TABLE V-21

Net Differences of Respondents' Knowledge About Good On-The-Job Practices.

On-the-Job Practices	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
It is a good idea to ask questions on the job about something a person doesn't understand.	96	4	+92
A person should not absent himself from a job without first informing the "boss".	89	11	+78
A person should give two weeks notice before leaving a job.	69	31	+38
A person should not quit a "new job" solely because he has physical pains from the work without giving the job a "chance".	37	63	-26
A person should not request time off if a "distant relative" dies (not in the immediate family).	53	47	+ 6

Par = +43

TABLE V-22

Net Differences of Respondents' Knowledge About Job Qualifications, Preparation and Conduct of Interviews.

Job Qualifications, Preparation and Conduct of Interviews	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
Training, education, experience and a good record on past jobs are the most important things needed in order to get a job.	70	30	+40
In interviewing for a job, a person should be well groomed, be prepared to talk about the job, mention his experience, training and personnel background.	79	21	+58
A person should not hide a prison record when interviewing for a job.	82	18	+64
A prospective employer is more interested in what you know than who you know.	52	48	+ 4

Par = +42

TABLE V-23

Relation of Whether it is True that Employers Only Care About Who a Person Knows Rather Than What He Knows to Ethnic Background and Education.

	True Per Cent	False Per Cent	Don't know; No answer Per Cent	Other Per Cent
Ethnic Background				
Total (635)	35	50	15	1
Hispano (313)	38	45	15	1
Negro (140)	42	49	9	-
Dominant (182)	22	61	16	1
Education				
Total (634)	35	50	15	1
Grammar (301)	38	40	21	1
Some high school (222)	35	57	7	1
High school (111)	29	60	11	-

TABLE V-24

Net Differences of Respondents' Awareness of the Social and Educational Agencies in Denver That Can Help Them With Problems and Troubles.

Problems and Troubles	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
Where to get help with "problems and troubles" in general.	75	25	+50
Where to get help in finding a foster home for children.	68	32	+36
Where to get help if children were in trouble with the police.	61	39	+22
Where a woman could get help if she were having trouble with marital problems.	73	27	+46

Par = +39

TABLE V-25

Net Differences of Respondents' Awareness of the Services Offered by Social and Educational Agencies in Denver That Can Help With Problems.

	Know Per Cent	Don't Know Per Cent	Net Difference Percentage Points
What Services are Offered by:			
Urban League	38	81	-43
Community Homemaker Service (provides general service in the home when people are sick, etc.)	22	78	-56
LARASA (Latin American Research and Service Agency--a general service agency--particularly vocational training for the Hispano community.)	17	84	-67
Metropolitan Council for Community Services--(central referral agency--directs individuals with problems to the proper agency for help.)	17	83	-66
Crusade for Justice (a general service agency for the Hispano community.)	33	67	-34

Par = 0

TABLE V-26

Respondents' Claimed Knowledge Concerning Services Offered by Denver Social and Educational Agencies by Ethnic Background.

	Do Not Know About Series Available				
	Denver Homemaker Service	Urban League	LARASA	Metropolitan Council	Crusade for Justice
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Total (635)	78	81	84	83	67
Ethnic Background					
Hispano (313)	85	89	77	84	72
Negro (140)	76	65	87	79	70
Dominant (182)	71	83	92	83	52

TABLE V-27

Respondents' Television Viewing Habits During the Day Prior to the Interview.

	Watch TV (649) Per Cent
Watched TV during the morning hours	39
Watched TV during the afternoon hours	53
Watched TV during the evening hours	73

TABLE V-28

Time Spent by Respondents Viewing Television During the Day Previous to the Interview.

	Morning Per Cent	Afternoon Per Cent	Evening Per Cent
No time spent at all	60	46	27
Less than 1 hour	8	7	8
One hour - two hours	13	19	16
Two hours - four hours	14	21	33
More than 4 hours	4	7	15
Can't remember	1	1	-

TABLE V-29

Respondents' Reasons for Watching Television.

	Cited as Important Reasons (649) Per Cent
Learn about what is going on in the world	83
Learn things not known before	72
To keep me company when I feel lonely	60
To help kill time	50
To make me feel good when I feel bad	45
To help me forget my troubles	46
To stay feeling good when I feel good	39

TABLE V-30

Respondents' Interest in Watching Informational Type Television Programs.

Television Programs About:	Good Chance of Watching (649) Per Cent
Health	86
Where to get help with problems	84
Money management	81
Jobs and how to keep them	75

TABLE V-31

Convenient Hours for Respondents to Watch Television.

Hours	Most Convenient (649) Per Cent
6 AM - 8 AM	2
8 AM - 10 AM	2
10 AM - 12 Noon	9
12 Noon - 2 PM	12
2 PM - 4 PM	10
4 PM - 6 PM	8
6 PM - 8 PM	25
8 PM - 10 PM	18
10 PM - Midnight	2
None	8
Don't know; no answer	5

TABLE V-32

Respondents' Two Favorite Types of Dramatic Television Programs.

	Favorite Programs	
	First Choice (298) Per Cent	Second Choice (253) Per Cent
Types of Dramatic Programs		
Western	13	13
Daytime serials	16	14
General dramatic shows	12	7
Spy and war programs	3	3
Science fiction	2	2

SECTION VI

Phase C

OUR KIND OF WORLD:
HOW IT CAME TO BE

The data gathered in Phase B served as a direct input in writing and producing ameliorative materials for Phase C of the project. All that had been learned would be useful in preparing the TV programs which were an essential part of the study demonstration. These programs were to be an exercise in the "rifle" technique of television education. Our sights were to be fixed as accurately as possible on the specific tastes and needs of the target population. Our original assumption that television was an apt channel for reaching our population was amply validated by the findings of the Phase B survey. TV was clearly the preferred channel for acquiring information among the respondents in Phase B. Further it was this information-providing function of the medium that appeared to be most important to them.

Of the various categories of television programming available to respondents the dramatic form was preferred. The two kinds of dramatic programs which found particular favor with the target population were "westerns" and "day-time serials". Operating as we were in Denver the notion of producing a series of "westerns" was attractive. On the other hand the "western" is essentially an outdoors rural format, unsuited to the problems facing contemporary urban populations. It is peculiarly attractive to male audiences as well. Our audience was primarily an urban female one.

The alternative format, the "day-time serial" or "soap-opera", seemed preferable. Being inherently home, family, and problem-centered the "soap-opera" format lent itself naturally to the domestic kind of content we envisaged.

Of course this was to be a "soap-opera" with a difference; it was to contain a considerable amount of carefully metered ameliorative information.

What information?

The Phase B survey had generated very useful pointers. We knew those areas in which our target population felt most self-confidence and those areas in which they felt least self-confidence. We knew what kinds of information they felt most in need of. We had tested their substantive knowledge on a wide range of subjects, and were familiar with their relative weaknesses.

To supplement the information thus gathered at first hand we had been at pains to avail ourselves of the expert opinion of individuals in agencies and organizations in day to day contact with the poor. This survey of expert opinion was invaluable not only in so far as it provided useful interpretive insights into our other data but because it gave us additional indication as to what kind of information was most needed by the target population.

The first-hand survey of the people our programs were intended for plus the interviews with concerned experts were rounded out by a full and detailed exploration of the relevant literature. From these various sources emerged a body of information which was to become the real "meat" of the series of "family plays" that were envisaged.

The information was in eight main areas as follows:

1. General Health and Hygiene
2. Healthy Diet and Food Preparation
3. Family Budgeting and Money Handling
4. Wise Shopping Habits
5. The World of Work
6. How to Get a Job and Keep It
7. Social Services Available to the Poor
8. Social and Family Obligations

Although, as it happened, there were eight such areas and also there were to be eight TV programs it was decided that to devote each program to one specific information area would be artificial. In this event each episode of the Our Kind of World series although perhaps stressing one information area more than the others actually treats of several areas.

The following informational bits were woven into the dramatic content of scripts for the series.

INSTALLMENT ONE:

1. A clean house is likely to lead to healthy children, because dirt shelters germs which can make children sick.
2. A wise mother keeps the house clean, keeps an eye on her children to see they don't get into trouble and sees her children are well fed.
3. It is not necessary to spend a lot of money to feed children well.
4. Soap and water are the best weapons against household dirt and germs.
5. Saturday shopping is cheapest.
6. It is essential that housewives make a shopping list and stick to it.
7. A balanced diet should include eggs, meat, fish, and cheese as body builders, milk to build bones and teeth; also citrus fruits and green leafy vegetables to build up resistance against colds and so on.
8. Beans are a good secondary source of protein.
9. One big shopping rule is to apply the criteria of actual need.
10. Another important shopping rule is to check price and quality.
11. The larger food package usually means a better per unit price.
12. A wise shopper does her shopping unaccompanied by children.
13. The less visits made to a store per week the better.
14. Always read labels. The information on them is important.

15. Labels on cans list contents in order of proportion.

16. Dried beans are a better buy than canned beans.

17. Anyone with any health problem should visit a clinic or a hospital.

18. It is of prime importance that a pregnant woman sees a doctor or visits a pre-natal clinic as early as possible.

INSTALLMENT TWO:

1. Pregnant women should see a doctor or visit a pre-natal clinic.

2. Clean hands are important in handling babies.

3. A balanced diet should include eggs, meat, fish, and cheese as body builders, milk to build bones and teeth; also citrus fruits and green leafy vegetables to build up resistance against colds and so on.

4. Soap and water are the best weapons against dirt and germs.

5. Children's diet is particularly important.

6. Milk is essential in children's diet.

7. Powdered milk is as good as whole milk, tastes good and does not go lumpy.

8. A proper diet is important for all people--not just children; i.e. working men, housewives and particularly pregnant women.

9. A pregnant woman has high protein needs.

10. Young women have need of a proper diet as possible future pregnancies will draw on physical resources established in years prior to pregnancy.

11. Most children are average performers at school.

12. Knowledge is not only useful but has intrinsic value.

13. Parents have a duty to help teachers teach the children.

14. Children enjoy achieving and succeeding.

15. Parents should make sure children do their homework.

16. Parents should show a concerned interest in the children's school work.

17. Finishing grade 12 tends to enhance future employment prospects.

INSTALLMENT THREE:

1. Boys have strong psychological needs for fathers.
2. Praise particularly from a father for achievement is important to growing boys.
3. A clean house is likely to lead to healthy children, because dirt shelters germs which can make children sick.
4. Different kinds of germs lead to different diseases.
5. Germs are invisible to the naked eye.
6. Germs gain entry to the body through mouth or nose.
7. Dirty hands can lead to infection.
8. Flies may transfer germs from trash to uncovered food.
9. Germs can be transferred from one person to another via sneezing.
10. There are different kinds of germ-killers for different kinds of germs. Doctors are experts on this.
11. If somebody seems sick a sensible first move is to measure their temperature with a thermometer which should show 98.6.
12. If there is a possibility of real sickness using the services of a folk healer may actually delay needed treatment and be positively harmful.
13. Qualified doctors are better at healing people than folk healers.
14. Innoculation can prevent disease.
15. Free shots are available against diptheria, whooping cough, tetanus, small pox and polio.
16. A baby is old enough to get its first shot at one month.
17. If you have any problem about health, call the hospital; they will put you in touch with the right person or department.

INSTALLMENT FOUR:

1. Innoculation can prevent disease.
2. Sickness is not solely an act of God to be accepted passively but an explicable phenomenon we can understand and control.

3. Vocational and economic problems can only be solved by positive measures and persistence. Passivity, self-pity, or drink never can lead to the solution of such problems.

4. Finishing grade 12 increases chances of employment.

5. Racial discrimination exists in the U.S. The amelioration of this regrettable fact can be hastened by personal involvement of minority groups in the political process; e.g. registration, opinion formation, voting, lobbying, etc.

6. Economic growth is bringing a reduction in the number of unskilled jobs available. A person who undergoes vocational training is considerably enlarging their chances of continuing employment.

7. Free vocational guidance is available.

8. Employers tend to favor job applicants who are undergoing relevant vocational training and/or who express a willingness to learn on the job.

9. Being fat is harmful to health as it burdens the heart.

10. Sensible care of the body implies proper diet, enough sleep and exercise, and if possible reduction of the consumption of alcohol and tobacco to zero.

11. Over-indulgence in alcohol not only leads to excess weight but to possible liver damage.

INSTALLMENT FIVE:

1. Praise for achievement is important to growing children.

2. Boys have a need for a father to praise them and to act as a model.

3. There is no lack of jobs for applicants with training.

4. Automation means there are less and less jobs available for the untrained.

5. Metropolitan Youth Center helps high school drop outs achieve grade twelve or equivalent status.

6. The Neighborhood Youth Corps helps young people get work experience.

7. The Job Corps provides training away from home plus free board and lodging and pocket money.

8. State Employment will provide free training for a job while providing a maintenance allowance. However there are more applicants than places.

9. Many agencies provide excellent job training.

10. Training is very important in seeking a job.

11. A worker is likely to do better at a job he enjoys.

12. The State Employment provides free a vocational aptitude testing service.

13. The applicants' behavior during an interview is very important.

14. An applicant should turn up at an interview looking his best in clean clothes and well shaven.

15. An applicant at an interview should make sure the prospective employer is convinced the applicant does in fact want the job.

16. An applicant must sell all his good points to the prospective employer, experience and so on.

17. Employers do check references.

18. Powdered milk is just as good as fresh milk.

19. Children should have 4 glasses of milk a day, a grown up 2, a pregnant woman 4 a day.

20. Ultimately such facilities as city hospitals, etc. are owned by the people.

21. Bad service in such public facilities may be ameliorated by writing to the Mayor.

22. People with grievances against public services have not only a right to complain; they have an obligation to complain.

23. As an antidote against oversensitivity understanding often helps.

INSTALLMENT SIX:

1. Budgeting and preplanning of expenditures is essential if a family is to remain solvent.

2. Leaving the budgeting function to the housewife is an unfair sole allocation to her of the role of family pinch penny.

3. Budgeting should be a family affair.

4. Rent should have first call on family income.

5. Food should have second call on that income.

6. Essential clothing items should have third call on a family income.
7. Fourth priority should be assigned to bills for essential services such as electricity and so on.
8. Priority of income allocation should be a function of real need not immediate satisfaction.
9. Lack of concern by parents about their children's schooling may lead to behavior problems, bad work and eventually to dropping out of school which in turn can have bad after effects on the child.
10. Door to door salesmen have as their main real preoccupation the extraction of money from the people upon whom they call. All else is subjugated to this goal.
11. Salesmen deliberately play on their customers unwillingness to sound uncharitable or obtuse.
12. It is essential that a door to door salesman be pressed as regards how much what he is selling will end up costing.

INSTALLMENT SEVEN:

1. Liver is a particularly nutritious food.
2. Children suffering from a protein deficient diet may suffer permanent impairment of intelligence.
3. A money saving habit is to prepare lunches out of frozen left overs using old TV dinner-trays.
4. A little thought in the utilization of left overs and so on can save a lot of money in the kitchen.
5. It is important not to quit a job in the first few weeks but rather to wait a while and "give the job a chance."
6. It is very important not to get too worked up over advertised merchandise and get into debt through an unwise purchase.
7. A wise customer should beware of being "steered" from one shop to another.
8. It is wise to shop for durables only at shops with a good reputation.
9. It is wise to shop around, visit more than one store.

10. It is wise to examine several models of any item and ask questions about it.
11. Never sign an agreement without reading it.
12. Never buy a durable without a realistic guarantee.
13. Always work out what will be the full purchase price of an article.

INSTALLMENT EIGHT:

1. A legal document once signed is binding, therefore never sign such a document without reading it.
2. Caveat Emptor--or let the buyer beware.
3. There is no legal limit to the interest rate chargeable in an agreement to purchase.
4. In the absence of guarantees to the contrary a signed agreement to purchase is binding even if the merchandise is faulty.
5. If the law seems unfair the individual has a responsibility to seek political redress in complaint and petition.
6. When signing an agreement to purchase make sure you recognize how much you will end up paying.
7. There are some crooked salespeople.
8. Generally speaking the big store with a well known reputation is the most reliable.
9. Crime does not pay as it generally leads to imprisonment.
10. Regular attendance at a well baby clinic is good insurance against a child becoming sick.
11. The State Employment offers free M. D. T. A. vocational training courses which also carry a maintenance allowance.

Although it was integral to our main purpose that the programs contain a considerable amount of information every effort was made not to "overload" the shows in this manner.

The survey we had conducted had shown us that the people our programs were intended for were quite knowledgeable in most of the areas we were concerned with. We felt that any appearance of condescension would work strongly against the shows' acceptance.

The problem was to pitch the shows at exactly the right level. It was important that the audience identify with the characters. Although many of our prospective viewers lived in conditions of economic deprivation had we presented our main characters in stark documentary terms living in abject poverty little identification would have taken place. Thus the television Mrs. Valdez is "a cut above" the real Mrs. Valdez--a little tidier, a little more responsible, a little more sensible with her money, a little wiser all round. But just as importantly the television Mrs. Valdez had to be real. If she had come across like "a middle class lady" there would have been no chance of audience identification at all.

As has been noted our target audience could by no means fairly be characterized as wholly ignorant. Their apparent level of knowledge on many subjects was quite high. A more pressing problem was their seeming inability to put their knowledge to practical use, to apply it in real life situations.

It is the peculiar genius of the visible media that they can go beyond mere words. A book can give us the recipe for a cake. TV can show us how actually to go about making it.

Because of the dramatic format we had selected we were in a position to exploit this advantage to the full. A TV lecture for example could have told our audience of the importance of early professional medical advice when a child is sick. But this would have been a mere vocal formula and one with which our audience was already fully familiar. The gap to be closed was not on the verbal catechistic level but on the level of practical application. Because of the dramatic format that was adopted ultimately we were able to go further. We were able to show the child sick with diptheria, show the confusion of the girl looking after him, show the uselessness of the folk cure of the curandera, show the relief of the girl and the child's uncle when finally professional medical care solves the problem.

A point arises here. Should we have let the child die of diptheria? Would this not have made our point more strongly?

Our answer to this question was a firm negative. There is a wealth of professional literature indicating unequivocally that fear-arousing appeals are generally ineffective as educational devices. Simply, we wanted to get information across to our audience. Frightened audiences have been shown to be relatively incapable of taking in information. Therefore we were careful not to frighten our audience. Hence the deliberately bland tone of what eventually emerged as Our Kind of World.

The chief characters in Our Kind of World belong to two families living next door to each other in one of Denver's housing projects.*/ In the first episode Mrs. Donahue, the mother of a Negro family, is rushed to the hospital to have a baby and a cousin, Marilyn, arrives to look after the two Donahue children Willy and Vicky. Mrs. Valdez the Donahue's Spanish-American neighbor, rallies round helping Marilyn with good advice. Mrs. Valdez's husband has left her to bring up her own son Ramon on A.D.C. In the second episode Floyd Donahue returns from California where he has been unsuccessfully seeking work to welcome his new son and to continue the heart-breaking search for employment in Denver. In later episodes Ramon, in his mother's absence, is smitten with diptheria. His mother's brother Sam Romero arrives on a visit, intervenes between Ramon and the ministrations of the neighborhood curandera and rushes the boy to the hospital. Ramon and Willy are accused of vandalism at school, and Mrs. Valdez and Mrs. Donahue are brought to take a fresh look at the way they are raising their sons. Mrs. Donahue has an enlightening run-in with a door-to-door book salesman. Sam Romero buys a dud television from a gyp artist, and Mrs. Valdez explores the possibilities of redress with Legal Aid.

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*/ Scripts for all eight installments of Our Kind of World are appended to this report as Appendix B.

Finally Marilyn becomes engaged; Floyd Donahue gets a job in a welding shop and signs up for a welding training course in the evenings; Sam Romero takes a General Aptitude Test Battery at State Employment and is set to go on an M.D.T.A. training course as a chef.

All in all Our Kind of World is a real story about real people in real situations.

To complete adherence to the "soap-opera" format preferred by our target audience several "commercials" were devised for insertion into the actual programs. Because it was hoped that the shows might eventually be aired in urban centers other than Denver, local references are almost completely absent from the scripts themselves. The "commercials" compensated for this by stressing local services available through the Colorado State Employment Service, the City of Denver Department of Health and Hospitals, the Office of the Mayor of Denver, the City of Denver Welfare Department, City of Denver

Schools Department and the Denver Metropolitan Council for Community Service.

Production of the eight shows comprising Our Kind of World was undertaken by KRMA, Denver's non-commercial television outlet. So far as possible actual members of the city's ethnic minorities were cast as actors. Sensitive and creative direction succeeded in extracting vital and believable performances from all those involved. All concerned were more than satisfied with the quality of the eight shows.

But of course finally the arbiters in this regard had to be the audience. With this in mind Operation Gap-Stop proceeded to its last phase--a re-survey of those same family heads who had originally been interviewed. Had Our Kind of World reached the audience for which it was intended? What kind of impact, if any, had the programs generated?

SECTION VII

Phase D

VIEWERSHIP OF OUR KIND OR WORLD

A. Who Watched The Our Kind of World Programs

Totally, eight separate installments of Our Kind of World were aired over KRMA-TV (Channel 6) in Denver during the period October 9-13, and October 16-18, 1967. To attract maximum numbers of viewers each of the eight installments was put on the air twice daily--once at noon and again at 6 p.m.

A total of 424 persons who remained from the original sample (Phase B) were recontacted some ten days before air time giving them information regarding the upcoming programs as well as schedules.

The 424 persons in the Phase D sample were divided into four separate motivational groups:

> Group 1 consisted of 64 persons who were instructed that they would receive one dollar for every installment they watched, or 10 dollars if they watched all eight installments in the series. These instructions included information about Our Kind of World.
>
> Group 2 consisted of 68 persons who were sent printed literature about the Our Kind of World series and were urged to watch it.
>
> Group 3 consisted of 193 persons in two combined housing units where a group of opinion leaders (14) were instructed to pass along information about Our Kind of World to their neighbors by word-of-mouth. This group received no direct print information about Our Kind of World from the Project.
>
> Group 4 consisted of 99 persons who received no direct information about Our Kind of World from the Project, but who might find out about it "naturally" via twisting the TV dial; seeing notices in the program logs of the newspapers or in TV Guide; or through hearing about the program from neighbors, friends, or relatives.

Viewers of Our Kind of World were determined by responses to the following five questions:

1. In the past week or two, have you seen anything on television that has helped you with any of these problems or helped you learn more about your problems?

2. (INTERVIEWER: If answer to Q.a, above, was "Yes" ask:) What did you see on television?

3. (If Our Kind of World not mentioned) What was the name of the program?

4. (INTERVIEWER: If respondent didn't mention Our Kind of World in Q.c, above, ask:) Did you see any television programs on KRMA, Channel 6, called Our Kind of World, in the past week or two?

5. (If "No" or "No Answer" ask:) Recently, KRMA, Channel 6 here in Denver showed some programs about some people and how they handle their problems--such things as shopping, getting jobs, what to do when people get sick. Some of the characters were Mrs. Davis, Floyd Davis, Mrs. Valdez and a girl named Marilyn. Can you recall seeing any of these programs?

Table VII-1 shows that 19% of all 424 persons who were reinterviewed in Phase D reported to have viewed at least one installment of the Our Kind of World series. Here it should be remembered that Phase B found that 10% of those interviewed did not own a television set. If we assume then that 10% of those interviewed in Phase D were unable to view because they did not own a receiver our 82 viewers represent 24% of all potential viewers (owners of TV receivers).

Using the Nielsen audience rating as a base, Our Kind of World would have received a rating of 7. Although the shows were also aired at 6p.m. in the hope of picking up some male viewers who worked during the day, from the outset our prime target audience was recognized as female and the shows were aired at 12 noon with this audience in mind. Between 10 a.m. and 2 p.m. 10 soap-operas are screened in the Denver area. Noon was the central point in this period, and the time we expected to find most of our audience. This proved to be the case.

Our rating of 7 compared well with other shows. The average rating for shows screened at noon in Denver is 6. The average rating of the 10 soap-operas mentioned is 5. Only 1 of the 10 rated more than a 7. Nine of the 10 rated less than a 7.

True, Our Kind of World was aired twice a day and special motivational techniques were applied to a proportion of those in our sample. The other soap-operas, it should be remembered, were on regular entertainment channels and in many cases had built up their audience over several years. Our Kind of World had only eight days!

Clearly, small monetary awards proved to be the most effective incentive for attracting viewers. The monetary award technique had almost three times as great a "pulling power" as did the more usual techniques of print and word-of-mouth persuasion. We have a crystal-clear demonstration here of the difficulties that are involved in attracting the disadvantaged into participation in ameliorative operations through orthodox instrumentalities that appear to work among more affluent groups. Considerable attention should be paid to developing new means for motivating the disadvantaged to participate voluntarily in ameliorative programs. In actuality we know very little about what motivates the poor to participate generally. What we do know in the present instance is that as compared to print and word-of-mouth persuasive communications small sums of money offered as rewards for watching ameliorative educational TV programs can increase the size of an audience almost three-fold. The "motivational problem" of "who among the poor is going to watch" is a tough one, but it can be resolved.

Table VII-2 compares the social characteristics of viewers of Our Kind of World with those of non-viewers.

For the most part the social profiles of viewers resemble those of non-viewers. That is to say, there are no startling differences to be found among viewers as compared to non-viewers.

Both groups are dominated by a preponderance of females; encompass relatively fewer Negroes than either Hispanos or Dominants; have proportionately more people in the 31-50 age bracket in them; are overweighted with persons of minimal educational attainment; and show a startling preponderance of economic dislocation.

There are, however, several differences worth pointing out. As compared to non-viewers there are:

...proportionately more Hispanos among the viewers

...proportionately more older people (51-70)

...proportionately more persons with grammar school educations plus high school graduates

...proportionately more persons who aver they got "worse" grades in school than did their peers

...proportionately more persons who are in households headed by the unemployed

Undoubtedly, Our Kind of World was effective in attracting a target audience that was reflective of the chronic life-styles of the universe from where it came. If anything, people who viewed the Our Kind of World programs exhibited a syndrome of educational needs that extended beyond those manifested by the non-viewing group.

There is considerable evidence to indicate that the total audience for the Our Kind of World programs extended quite beyond the primary audience of 19% of the total that is indicated in Table VII-1.

Table VII-3 shows that 38% of the primary viewers who were contacted watched the program in the company of others (most frequently with their children).

Table VII-4 indicates that the factor of ethnicity was associated with viewing Our Kind of World in the company of others. Thus, most Dominants tended to watch alone; while most Hispanos viewed in the company of others. In contrast, although most Negroes reported they viewed alone, more than four in ten watched ensemble.

Hispanos viewed the programs proportionately most frequently together with their children only. Negroes were most apt to view with just their spouses beside them.

The secondary audience for Our Kind of World extended beyond the households inhabited by primary viewers, Table VII-5 indicates. Here, we see that 45% of the primary viewers who were contacted in Phase D report that they attempted to persuade others who did not belong to their immediate households to watch Our Kind of World. Further, 42% of the 37 persons who said they had attempted to persuade non-householders to watch testified that these efforts at persuasion were actually successful.

Table VII-5 shows that Dominants and high school graduate viewers were most frequently active in trying to motivate persons outside their households to watch Our Kind of World.

B. Number of Installments Watched by (Primary) Viewers

The mean number of Our Kind of World installments that were viewed was 4.7. (Table VII-6). In other words the average viewer tuned into well over half of the eight installments that were aired.

A quarter of the viewers (24%) reported having watched all eight installments in the series.

Dominants and Negroes reportedly watched relatively more installments than did Hispanos--and for that matter--than did the viewer subgroup as a whole. (Table VII-7).

Viewers who had completed high school were more likely than persons of lower educational attainment to say they watched more installments of the program series.

The 62 viewers who watched less than the total eight installments were asked why they had not watched the series in its entirety. Table VII-8 presents their responses.

Not one viewer claimed to have discontinued watching because he or she became dissatisfied with any aspect of the programs per se--technical quality, characters, plot, information, or format.

Rather, plausible reasons relating to lack of availability to watch, preoccupation with other duties, and sheer forgetfulness were offered as reasons for not viewing the series as a whole.

It is worth noting that 6% of the viewers were prohibited from sustained watching by reported breakdowns in their television receivers during the course of the Our Kind of World series.

C. Audiences for Each of the Eight Our Kind of World Installments

We see from Table VII-9 that on the average each of the eight installments was reported to have been seen by a third of the viewers. Installment 6 (Focus on consumer behavior) was reported to have been seen by the greatest proportion of viewers (38%), while its companion, Installment 7, was reported to have been seen by the lowest proportion (26%).

Ethnicity, as can be seen in Table VII-10, was a factor in determining which particular installments were to be seen.

Thus, among Dominants Installments 1 and 6 were reported to have been seen by the largest proportions of viewers; Installment 8 by the fewest.

Among Negro viewers, Installments 2 and 4 were claimed to have been watched proportionately most frequently, and Installment 7 least often.

Among Hispanic tuners-in, Installments 6 and 2 were reported to have been seen by proportionately the largest number, and Installments 7 and 8 by the fewest.

In comparative terms, Installments 1, 6, and 7 appear to have attracted proportionately more Dominant than either Negro or Hispano viewers.

Installments 2, 3, and 4 appear to have appealed to proportionately more Negroes than either Dominants or Hispanos.

Installments 5 and 8 seem to have drawn proportionately more Hispanos than it did either Negroes or Dominants.

Just as ethnicity affected viewership of particular installments of Our Kind of World so too did educational attainment (Table VII-11).

On a proportionate basis, most grammar school people said they watched Installment 6 and the fewest, Installment 7.

Again on a proportionate basis, most high school drop-outs claimed to have viewed Installment 5, and the fewest, Installment 8.

Among high school graduates Installment 2 was reported to have been seen by the largest proportion of viewers; Installment 7, by the fewest.

In relation to other educational levels proportionately more persons with grammar school backgrounds say they watched Installments 1, 2, 3, 6, and 8; and proportionately more high school drop-outs claim to have seen Installments 4, 5, and 7.

All in all, it is apparent that selective factors operated in determining viewership of Our Kind of World, just as they do in affecting exposure to mass media fare across-the-board.

Because viewership of the eight Our Kind of World installments varied so, it can be expected that the thrust of the impact of the information-giving aspects of the programs would be variable rather than uniform.

D. Viewership of the Six "Commercials"--An Educational Bonus

It will be recalled that six information-giving "commercials" were presented in the eight installments on a rotation basis.

Seven out of ten viewers reported they had seen at least one of these six information "commercials."

On the average these viewers report noting 2.8 commercials.

Of the 59 viewers who report having seen the "commercials," 71% asserted that they liked the "commercials" they saw.

Sixty-two per cent of the 59 viewers who report having noted the "commercials" claimed to have learned something from them.

E. Time of Tune-In

Although each installment of Our Kind of World was available to viewers at two separate times of the day--noon and 6 p.m.--nearly six out of ten viewers report that they watched the programs at noon-time. (Table VII-12).

Among the three ethnic groups making up the Our Kind of World audience, proportionately more Dominants (77%) than others reported viewing installments at noon; proportionately more Hispanos (30%) than others reported watching at 6 p.m.; and proportionately greater numbers of Negroes (11%) than others claimed to have watched equally during either noon-time or in the afternoon.

Grammar school people as contrasted to viewers in other educational brackets were most apt to view Our Kind of World at noon.

F. How Viewers First Learned About Our Kind of World

Despite the rather intensive efforts on the part of the Project to inform potential viewers of Our Kind of World about the programs via letter, word-of-mouth, and schedule booklets a third of the viewers who watched the shows eventually reported they had simply stumbled upon them by randomly twisting their TV dials. (Table VII-13).

Letters apparently were more effective in informing potential viewers (39%) than were word-of-mouth efforts (22%).

Dominants were reached most effectively by letter; Negroes by letter and word-of-mouth; and Hispanos were most likely to find out about Our Kind of World through haphazard dial twisting.

In terms of education background grammar school people and high school drop-outs most often appear to have found out by casually twisting their TV dials. High school graduates report they first found out about the programs from the letters that were sent to them by the Project.

G. Viewers' Assessments of Our Kind of World

Reactions of viewers to the Our Kind of World programs were exceedingly favorable overall. The following data indicate the degree to which viewers found the programs to be acceptable as well as the dimensions of their acceptability.

When viewers were asked to compare the overall quality of Our Kind of World to other programs they normally watch, two-thirds said Our Kind of World was "better than most," and nearly a third claimed it was "about the same" as most. No one reported they thought Our Kind of World to be "worse" than the TV fare they usually see.

Hispanic viewers and viewers who dropped out of high school appeared to be particularly enthused about the overall quality of Our Kind of World as compared to their customary television fare. (Table VII-14).

Lest it be thought that Our Kind of World was well thought of for its entertainment value only, one should turn to the data in Table VII-15. Here we see that more than 9 in every 10 viewers fully realized that the prime purpose of Our Kind of World was educational and ameliorative rather than entertaining.

The following interview protocols highlight the fact that the overwhelming majority of viewers acknowledged the real purposes of the Our Kind of World series.

> "I think the program was to teach parents how important education is for their children."
>
> "Trying to teach young people how to take care of their home, get a job, how to spend their money."
>
> "To show us other people have problems."
>
> "Make the people more aware of the services available to them."
>
> "I think they were trying to teach people how to improve living conditions."
>
> "They were trying to let people see some of their faults in everyday living."
>
> "To tell people to be careful and read everything they sign and don't let salespeople in the home."
>
> "They were trying to get it before the people how they can be helped for jobs and illnesses."
>
> "They were trying to make people help themselves. No one will do it for them--get training, go to the hospital."
>
> "Trying to show us--kinda like looking in a mirror--what we are like."

"Trying to educate the people in a lot of different areas--about food, health, and buying."

"To alert people and show people how things should be done and who to go to for help."

"They try to do good and tell people what to do."

"Trying to show people that you don't get something for nothing."

"To help people that get in trouble. To tell you to help the children in school."

"To show us what to do. They help us because they said we could save money if we made a grocery list."

"Trying to show us how to solve our problems in an easy way."

"They were trying to show where to go for different things. They were trying to educate."

"They were trying to help to give you a glimpse of what might happen."

"They were trying to educate people about facts we have to meet in life."

"To show us to get training for a job."

"To help people know what to do and to help other people and to get shots."

"To show people what to do and they should get a job and help other people."

"I think they were trying to show the simple family how to improve themselves."

More than nine in every ten viewers of Our Kind of World found something memorable about the program. (Table VII-16).

For the greatest proportion of viewers (26%) the characters and what happened to them stood out in their memories.

For a secondary group (12%-15%) content information regarding family finance, jobs, and health was outstanding.

For a tertiary group, ranging from 4% to 7%, a wide variety of specific information bits that were offered in the contents of the programs remained in viewers' memories.

The following interview protocols illustrate the range of matter that "stuck" with viewers of Our Kind of World.

The responses reported are in answer to the question, "Of all the things you saw on the Our Kind of World programs, what are the two or three things that stand out in your memory?"

> "Where the boys got in trouble with the school and their mother had to go to school and see the teacher."
>
> "I got gypped by buying books one time so this helped me when I saw this show."
>
> "The story about the salesman--well especially when he said the books were being given to her and they weren't."
>
> "The children got in trouble. Mr. Romero learned to cook...they celebrated...so interesting."
>
> "I liked the hints about food buying and the benefits you receive through welfare."

"The man got training for a job, then he got a job."

"The information about new clinics. The way the neighbors helped each other. How to watch my pennies when buying, and information about the Colorado Employment."

"About the help you can get from the Welfare and about being careful about signing papers."

"How nice the colored and white got along and how gullible the man was and how he got fooled on the TV set."

"I was impressed about the information concerning how necessary an education is."

"I was impressed when Floyd Davis came back home after the baby was born and then he got a job and gave his check to his wife. Also, the lady that came to doctor on Ramon when he was sick."

"The neighbor lady helped the little girl a lot and went to the store with her to help her buy groceries."

"That you shouldn't buy things when a salesman comes to the door."

"The one about the kids being sent home from school. I felt that the woman had the wrong attitude about it."

"Taking the boy to the hospital. Visiting the principal."

"The book salesman and the kids breaking the boat and getting in trouble at school."

"The fact that the neighbors were so concerned about one another and were willing to help."

"The principal. That they were trying to help people to tell them to get shots for the kids."

"They tried to sell some books or something and her husband got mad."

"Davis spoke out and gave his qualifications in a polite way."

"The boy going to the hospital."

"Mrs. Valdez helping Marilyn. Mr. Davis looking for a job."

"Program three when Ramon Valdez was rushed to the hospital with diptheria. Also, program four where Floyd Davis visits his old school teacher."

"The two women talking to the principal."

"Budgeting. Selection of foods. Child care."

"Can get training at opportunity school free of charge."

"Mrs. Valdez gave good advice to the sitter. Mr. Davis getting a job."

"The way people help one another."

"Program eight about the T.V. that did not work."

"The book salesman. The bad T.V. set bought by Sam Romero."

"Man hunting for a job and they rush the boy to the hospital."

"The training you need for a good job. Also, about the T.V. set."

"The man comes home and throws the book salesman out. Marilyn finds a boy friend."

"The fast-talking salesman. The T.V. repair. Children getting shots and parents working with children and communicating with the teachers."

> "Mr. Davis getting a job. Mrs. Valdez' pointers on how to keep house."
>
> "It reminds me of an experience I had almost identical to the high-pressured salesman on that program."
>
> "The purchasing and preparing of foods. The state employment. The door to door salesman."

H. What About the Our Kind of World Programs Was Liked Best and Least

The data in Table VII-17 show that in net terms both the narrative dramatic aspects of Our Kind of World, and the educational ameliorative aspects were equally liked by viewers of the programs.

Thus, the blending of drama with straight-forward information help-giving that was attempted in these programs appeared to please viewers in almost equal terms.

I. The Credibility and Convincingness of the Our Kind of World Programs

Table VII-18 shows that nine out of every ten persons who viewed Our Kind of World believed that most of what was said and shown in these programs was true. In short, for the vast majority of viewer's Our Kind of World established an extremely sound base of credibility. This was most apparent among Dominants who saw the programs and among viewers who had completed high school.

Moreover, more than eight in every ten viewers thought that what was said in Our Kind of World was "very convincing." (Table VII-19).

Not one viewer found Our Kind of World to be unconvincing. Hispanic viewers and viewers who had graduated from high school, in particular, found Our Kind of World to be convincing.

The basis for the high degree of believability and conviction that was engendered by Our Kind of World lay in the kind of reality the programs projected.

In nearly four out of ten cases (37%) viewers thought the programs reflected living circumstances "very much" like their own. (Table VII-20). In more than four out of ten cases (43%), viewers believed Our Kind of World reflected patterns that were "a little bit" similar to their own circumstances.

In 17% of the cases viewers accorded the "unreal" label to Our Kind of World.

Dominants (42%) and high school drop outs (53%) were most likely to consider what they saw in the Our Kind of World programs to be "very much" like their own lives.

J. Viewer Assessments of Specific Installments

Viewers of all eight installments (20) were asked to specify the individual Our Kind of World installments they considered to be the best in the series.

In Table VII-21 we see that the first three installments were considered to be best by the highest proportion of viewers (24%) equally.

Installment 5 was accorded second rank order of frequency as best by 14% of all viewers.

Installments 4, 7, and 8 ranked third in order of frequent best mentions (5% in each case).

Installment 6 received no "best" mentions whatever.

Three main reasons were given for citing a particular installment as best of the series by the 20 viewers who claimed to have seen all eight installments of the Our Kind of World series.

...60% of these viewers cited a particular installment as being best because of its story line.

...40% cited a particular installment as being best because of its realism and, ability to convince viewers.

...35% believed a particular installment to be best for the quality and helpfulness of the information it offered.

K. Discussion of Our Kind of World Content with Others

Another indication of the general acceptability of Our Kind of World among viewers is highlighted by the fact that nearly half of them (46%) report that they discussed the contents of the programs (after having seen them) with other persons. (Table VII-22). No doubt had the programs been considered not to be worthwhile by viewers, very little post hoc discussion of this sort would have taken place.

Negro viewers were most likely to engage in post hoc discussions of the programs, while Hispano viewers were least likely.

Similarly, persons who are high school graduates were most apt to talk the programs over with others (after having viewed them), and grammar school educated individuals were least likely of all to do so.

Most viewers (51%) who reported having discussions indicate that the topics of their discussions focused on their favorable reactions to the programs in efforts to get other persons to view them. (Table VII-23).

A secondary topic of discussion (13%) focused on program content relating to the need for getting adequate training and education.

The following protocols are illustrative of the responses to the question, "What did you talk about?" that were elicited:

> "Everything in the programs--when the boys got into trouble at school the mother went over and found out what happened."
>
> "How well the program was presented. And what a great amount of advice it gave."
>
> "How to plan ahead and be careful what I do."
>
> "I told a friend about this man getting a job because he got some training."
>
> "To save money if we make a list before we go to the store we won't buy things we don't need."
>
> "I tried to get them to watch it because they were so good."
>
> "We talked about shopping hints and about trying to get the meaning of the program."

"The facts were true--take my son for shots, get him to a hospital when he gets sick, food buying hints."

"How you can get into trouble if you don't be wise in where you buy and if you don't understand what you read."

"Talked about young folks that looked for work but weren't looking very hard and didn't hold the job. Massaging and tea foolish for diptheria."

"Told sister to watch the programs, that they were good."

"That they were well produced, but the truth is that there is too much trouble."

"How the Mrs. helped Marilyn."

"The whole show as we saw it."

"I said it was up to the parents to take more interest in their children's education."

"Education. Putting things over to help us."

"Just talked about the programs and what was going to happen the next day."

"Trying to get the girls at work to watch them."

"To save money--if we make a list before we go to the store we won't buy things we don't need."

"I told that it was a good show."

"It was a good show and it helps."

"Asked other's opinion which was very good."

"I had a school teacher friend who had problems."

"I discussed it with my husband."

"Talked about how much we enjoyed it."

"Talked about it at some meetings. Everything about them"

"What a good and informative program it was."

"About the food--about how to shop and check prices and cans."

"That the program was such a help in our lives and can help us solve our problems."

"I told them they should watch Channel six not football and baseball."

"How to help my neighbors."

L. Would Viewers Care to Watch Additional Programs Such As Our Kind of World?

Perhaps the best measure of any program's overall appeal is the expressed willingness of its viewers to continue to watch the same type of program in the future.

Fully 95% of all the viewers sampled in Phase D believed that the chances for their further viewing of programming like Our Kind of World were either "very good" or "fairly good." (Table VII-24). Sixty-two per cent said the chances that they would watch future programs of this sort were "very good."

In particular, Negroes (67%) and high school drop outs (68%) showed proportionately high "very good" continued prospective viewership.

M. How Effective Was Our Kind of World?

Nothing is more difficult to ascertain than is the "effectiveness" of a complex communications effort such as Operation Gap-Stop. The variables in the effectiveness mix here are many and varied. For example in total, four hours of different programming were aired; since the audience available to the programs was not a "captive" one the normal processes of selective exposure, perception, and therefore, retention operated with the consequence that not everyone in the total audience was exposed equally to all eight installments; different persons of different backgrounds attended different installments; the contents of the programs varied; the information contained in the programs was combined with entertainment fare; and the levels of content information varied from being explicit and concrete to being implicit and abstract.

Given the variability of content, exposure, and personal characteristics of audiences that were reflected in audience behavior vis-a-vis Our Kind of World, it is necessary to examine its possible "effects" from a variety of perspectives.

Several measures of effectiveness have already been discussed. For instance, the Our Kind of World programs drew larger audiences than does usual commercial daytime TV fare.

Additionally, the Our Kind of World programs were generally well-liked--so much so that more than nine out of every ten viewers (95%) said the chances for their continued viewing of such types of programming were at least "fairly good."

There are additional indicators of "effect" from the data that were gathered in Phase D.

For example far more viewers (62%) as compared to non-viewers (15%) reported spontaneously that exposure to television during the time Our Kind of World was on the air helped them with problems that were bothering them.

More specifically, 36% of the Our Kind of World viewers testified that watching the programs had helped them with personal worries and problems either "a lot" or "very much"; 27% said they were aided "a little bit"; and 32% asserted that the programs had virtually not helped them to any significant degree. (Table VII-26). Put another way, nearly two-thirds of the persons who had attended the Our Kind of World programs claimed to have been helped by them in some substantive way.

Looking at those viewers who proclaimed they had been helped either "very much" or "a lot", Negroes, rather than Dominant or Hispano members of the audience were more likely to believe they had received substantive help from the programs.

In the same vein, viewers who are high school drop outs were most likely to report having experienced substantive help deriving from the programs.

Prior to questioning about viewership of Our Kind of World all respondents in Phase D were asked to mention what they "worry about most." Viewers reported the following principal concerns:[*/]

1. Family relationships--38%
2. Health problems--23%
3. Handling money--23%
4. Getting and keeping a job--5%

As the Phase D interview progressed, viewers were asked, "What particular worries and problems that you have did watching Our Kind of World on TV help you with the most?" Responses elicited by the question appear in Table VII-27.

It will be recalled that Our Kind of World did not concern itself with "family problems" either directly or explicitly. Therefore it is not surprising to find no viewers referring to this particular area as one in which aid was experienced.

What is worth noting is the testimony of help experienced from viewing Our Kind of World matches to an interesting degree the rank orders of expressed major concerns.

Thus where 23% of the viewers reported high concern about health 18% of the viewers claimed to have been helped by Our Kind of World in this particular area.

[*/] Rank order of mentions among non-viewers in the Phase D sample was almost identical: family relationships, 34%; handling money, 26%; health, 22%; getting and keeping a job, 3%; shopping for and preparing inexpensive food, 1%.

Where 23% of the viewers manifested intense worry about handling money, 13% asserted viewing Our Kind of World was of benefit to them on this score.

Where 5% of the viewers showed strong anxiety about employment, 7% of the viewers attested to having been helped in this regard.

Of further interest in Table VII-27 is the fact that 13% of the viewers reported being helped in a variety of miscellaneous areas, and 11% claimed to have been helped in an area of general concern (but not vital concern)--availability of social services in the community that offer help to the distressed.

Dominant viewers in the Phase D sample appear to have been helped most frequently in the health area (23%) and not at all in the matter of employment.

Negro viewers appear to have been helped most often in the employment and available community services areas (22% for each).

Hispanic viewers report having been helped most frequently in the health area (16%).

Grammar school educated viewers were most likely to assert that Our Kind of World helped them with their concerns about health. Persons who dropped out of high school were most likely to report being helped with their concerns about family finances. Compared to all viewers, proportionately more high school graduates claimed to have been aided with their concerns about finding and holding a job (16% as compared to 7% among all viewers).

Of course any measure of the effectiveness of Our Kind of World would be incomplete without an assessment of the learning increments that may have resulted as a consequence of exposure to Our Kind of World.

Three types of measures were used to determine the possible occurrence of learning gain among viewers as contrasted to non-viewers.

The first gauge consisted of responses to the question, "What, if anything, did you learn from watching the Our Kind of World programs?"

The results are reported in Table VII-28.

Most viewers (74%) assert that they have learned something from Our Kind of World. Strictly speaking only 6% stated explicitly that they had learned "nothing" from the programs. Thus, three-quarters (or more) of the viewers came away from the programs with the feeling of information gain.

Primarily, information gain was ostensibly experienced in the area of consumer behavior.

Secondarily, it appears to have occurred on matters relating to the purchase and preparation of inexpensive food and in the areas of child care; availing one's self of community social services; and finding and holding jobs.

Minor gains were reported to have occurred by viewers in the areas of health; the need for education and training; knowing the laws governing consumer activity; and the need to maintain a clean home.

The second measure that was used to ascertain possible gains in information among viewers was to test specific levels of knowledge that obtained among viewers as compared to non-viewers in those areas where Our Kind of World made its most intensive educational efforts.

As a first step in these tests both non-viewers, and viewers were asked how much they thought they knew about each of the five areas on which information in Our Kind of World focused--health; purchase and preparation of inexpensive food; use of available community social services; management of family finances, and employment.

For each of these areas respondents were asked whether they knew "a lot" (assigned numerical score of 2); "a little" (assigned numerical score of 1); or "nothing" (assigned numerical score of 0).

Table VII-29 indicates that when compared to non-viewers, viewers of Our Kind of World reported a higher degree of knowledgeability in four of the five information areas of concern. No differences in levels of knowledgeability among viewers as compared to non-viewers were discerned in the area of employment.

The third technique that was used to measure information gain was to ascertain whether both viewers and non-viewers were able to give correct answers to specific questions that were emphasized more or less in the contents of the Our Kind of World programs. The results of these tests are reported in Tables VII-30 through VII-33.

1. Knowledge gain in the health area (Table VII-30):

Overall, more gains in knowledge of a specific nature than lack of gains were recorded for viewers in the health area. In particular knowledge gains were in strong evidence in the area of the need for immunization of children and pre-natal care for mothers.

The fact that free pre-natal care was available registered the highest percentage of net knowledge gain for viewers vis-a-vis non-viewers.

The highest percentage of net lack of knowledge gain was evident in the diagnostic necessity for taking the temperature of persons manifesting symptoms of illness.[*]

2. Knowledge gain in the consumer behavior area (Table VII-31):

This area appears to be the weakest in terms of generating knowledge gain, for here we see more items in which lack of gain rather than gain was actually recorded. Furthermore, no one item appears to have generated a net knowledge gain of more than four percentage points.

3. Knowledge gain in the employment area (Table VII-32):

In this area knowledge gain is visible throughout the five items on which respondents were tested.

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[*] Net percentage losses are reported as lack of knowledge gain because it is inconceivable that exposure to information actually decreases knowledge. Rather it is believed that exposure to some specific units of information in Our Kind of World may have caused confusion and consequently produced ostensibly negative "effects".

An 11 percentage point net gain for viewers on the item relating to the necessity for staying with a new job despite initial negative feelings about it is worth particular note.

4. Knowledge gain in the child care area:

Only two items were used as tests in this area. The following results show slight net percentage gains for viewers on both items.

	Per Cent Showing Explicit Information Relating to Child Care		
	Viewers of *Our Kind of World* (82)	Non-Viewers (343)	Percentage Point Net Gain and Loss for Viewers
Children need the interest of their parents in what they are doing (i.e. in school; whom they play with) (Agree)	99	98	+1
Parents should take a particular interest in their children's school work, seeing that it is done and that the children are learning. (Agree)	99	98	+1

5. Knowledge gain in the area of available community services (Table VII-33):

In this area net knowledge gain was registered for each of four items used in the test.

As a matter of fact one item relating to knowledge of where to go to voice legitimate grievances of a legal nature evoked the largest net percentage point gain (23) of any test item that was submitted to the respondents.

All in all respondents were tested on 30 specific items of information that were given focus in the contents of Our Kind of World. On 21 items or in 70% of the cases viewers of Our Kind of World showed a higher degree of knowledge than did non-viewers. It is evident that Our Kind of World actually managed to increase knowledge levels in specific instances. The fact that many of these increments appear to be slight or that in 30% no increments at all were noted should not detract from the fact that actual educational gains were induced by Our Kind of World among viewers of the programs.

These findings can be regarded from a somewhat different point of view. Over the gamut of information on which they were tested, non-viewers offered correct responses in 76.2% cases on the average and incorrect responses in 23.8% of the cases on the average. On the other hand viewers averaged 79.5% correct responses and 20.5% incorrect responses.

It can be argued consequently that viewers of Our Kind of World exhibited an average 3.3 percentage higher degree of knowledgeability than did non-viewers with regard to program-related information to which they had been exposed.

What is important to note is that the mass communications techniques that were employed in Operation Gap-Stop can be used for ameliorative

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"special" education of disadvantaged persons. However, such efforts cannot be expected to be "howling successes" across-the-board in their very first application. It is evident that considerable further study, experimentation, and overall effort are needed to perfect these techniques to the point where the actual knowledge gains they induce are both substantial and close to being universal.

A final indicator of Our Kind of World's effectiveness stems from responses relating to the possibilities that the programs stimulated viewers to consider taking particular ameliorative actions that they had not contemplated previously.

The data in Table VII-34 show that 4 in every 10 viewers of Our Kind of World reported that they actually gave thought to making changes in their behaviors as a direct consequence of having seen the programs.

In particular Negro viewers (50%) and viewers who had completed high school (53%) testified to having considered implementing such changes.

It is quite possible that the Our Kind of World programs helped to stimulate viewers to move in directions they had never ventured before. The following responses--evoked by the question, "As a result of seeing the Our Kind of World programs on TV...did you actually think of doing something you might not have done otherwise"--attest to this possibility most dramatically:

"I thought of helping a neighbor whose girl quit school."

"I wouldn't let any salesman come in."

"Not spending too much money."

"We should make a list when we go to the store."

"It taught me more about my budget and also more about confronting people."

"Getting a doctor's help when the family is sick."

"To keep my house cleaner and to plan my meals better."

"I will tell door-to-door salesmen to get out."

"I will try to help people and show them what to do."

"Getting a job."

"Yes, I won't let a salesman in the house and I won't sign any contracts."

"Being more health conscious."

"I told my friend he should go see a teacher and maybe he will get some good advice."

"It told me where to go for help. Otherwise, I would not know where to go."

"I will be buying and cooking foods that I had not thought of."

"Shop for bargains in groceries."

"If I see a person not doing things properly I'd give them good advice."

"I was reminded of a thing concerning my children, because sometimes I would take them with me, when I should not have."

> "Take the kids to the doctor."
>
> "These people always want to sell me something so I tell them no."
>
> "It made me more brave about talking with the teachers; I am not as shy as I was."
>
> "Find out what I can eat to help me."
>
> "Going down to state employment."
>
> "Go to legal aid."
>
> "Just a list for groceries."
>
> "If I were younger, I would do what the program said about going to school and learning more."
>
> "I told you. I wouldn't let any book man in to cheat me."
>
> "Yes, I feel that I should have more education."

One respondent, in addition, proudly announced to a study interviewer, "As a result of the show, I have been down to Opportunity School to see how I can better myself."

The prospect for effective mass education of the disadvantaged brightened substantially when these words were recorded on the interview schedule.

TABLE VII-1

Viewership of Our Kind of World Among Four Groups in the Phase D Sample

	Total Number of Respondents	Viewed Our Kind of World Per Cent	Did Not View Our Kind of World Per Cent
Group 1. Money	64	44	56
Group 2. Print	68	16	84
Group 3. Word-of Mouth	193	17	83
Group 4. Control	99	10	90

Per Cent of all 424 respondents in Phase D who viewed Our Kind of World = 19

TABLE VII-2

Social Characteristics of Viewers of Our Kind of World vs. Non-Viewers

	Viewers of Our Kind of World (82) Per Cent	Non-Viewers (347) Per Cent
Sex		
Male	21	22
Female	79	78
Ethnic Background		
Dominant	40	48
Negro	22	23
Hispano	37	28
No answer	1	1
Age		
16 - 30	18	22
31 - 50	35	36
51 - 70	31	23
71 and over	16	19
Type of Area in Which Respondent Was Reared		
Farm	30	28
Town	22	23
Small city	21	23
Large city	27	25
No answer	-	1
Educational Status		
Some grammar school or graduated from grammar school	52	47
Some high school	23	36
Completed high school	21	14
Some college	2	3
No answer	2	-
Received "special" training or vocational schooling	34	23
Grades achieved in comparison to "most" children in classes		
Better	24	22
Worse	17	8
About the same	48	60
Can't tell	10	6
No answer	1	4

TABLE VII-2 -continued-

	Viewers of Our Kind of World (82) Per Cent	Non-Viewers (347) Per Cent
Age at which respondent left school		
Less than 10	21	21
10 - 14	65	68
15 - 16	10	10
17 or over	4	1
Time lapse between leaving school and obtaining first job		
6 months or less	42	42
7 months to one year	10	9
More than one year	26	26
Can't recall; no answer	22	23
Current occupational status of heads of households		
Unemployed	87	78
Laborer	9	12
Miscellaneous semi-skilled or unskilled occupations	3	5
Professional	-	3
No answer	1	2

TABLE VII-3

Persons Reported to be Present While Viewers Watched Our Kind of World

	Viewers of Our Kind of World (82) Per Cent
Watched:	
Alone	58
With children only	19
With spouse only	5
With spouse, children, and others in household family	12
With friends, neighbors, and non-household relatives	2
Can't recall; no answer	4

TABLE VII-4

Persons Reported to be Present While Viewers Watched Our Kind of World by Ethnic Background

	Dominant (31) Per Cent	Negro (18) Per Cent	Hispano (23) Per Cent	Total (82) Per Cent
Watched:				
Alone	77	56	42	58
With children only	6	22	30	19
With spouse only	-	11	6	5
With spouse, children, and others in household family	6	11	18	12
With friends, neighbors, and non-household relatives	6	-	-	2
Can't recall; no answer	5	-	4	4
	100	100	100	100

TABLE VII-5

"Did you at any time try to get other people not in your own home to watch Our Kind of World on TV?" by Ethnic Background.

	Yes Per Cent	No Per Cent
Total Viewers (82)	45	55
Dominant (31)	68	32
Negro (18)	39	61
Hispano (33)	27	73
Grammar school (43)	35	65
Some high school (19)	47	53
Completed high school (17)	68	32

TABLE VII-6

Number of Installments of Eight *Our Kind of World* Programs That Were Viewed

Number of Installments Viewed	Viewers of Our Kind of World: Number	Viewers of Our Kind of World: Per Cent
1	12	15
2	9	11
3	10	12
4	6	7
5	7	9
6	6	7
7	6	7
All eight	20	24
Could not recall	6	7
	82	99

Mean number of installments viewed = 4.7

TABLE VII-7

Mean Number of Installments of Our Kind of World Viewed by Ethnic Characteristics

Total	Dominant	Negro	Hispano
4.7	5.3	5.4	3.9

Mean Number of Installments of Our Kind of World Viewed by Education

Total	Grammar School	Some High School	Completed High School
4.7	4.5	4.5	5.2

TABLE VII-8

Reasons Offered for Not Viewing All Eight Installments by Viewers of Less Than Eight Installments of Our Kind of World

	Viewers of Less Than Eight Installments of Our Kind of World (62) Per Cent[*/]
Didn't have time; too busy; inconvenient	55
Preoccupied by various duties, obligations, and problems	31
Forgot schedule	12
TV receiver broke down	6
Left town during airing of installments	5
Was busy with visitors	2
No reasons offered	10

[*/] Total adds to more than 100 due to multiple responses

TABLE VII-9

Audiences for Each Installment of the Our Kind of World Series

Report Having Watched:	Viewers of Our Kind of World (82) Per Cent
1. Installment 1 (Focus on health and food purchasing)	35
2. Installment 2 (Focus on taking interest in children's school work)	37
3. Installment 3 (Focus on health)	33
4. Installment 4 (Focus on finding employment)	33
5. Installment 5 (Focus on seeking job training)	33
6. Installment 6 (Focus on consumer behavior)	38
7. Installment 7 (Focus on consumer behavior)	26
8. Installment 8 (Focus on seeking legal aid and job training)	27

TABLE VII-10

Ethnic Characteristics of Viewers of Each Installment of Our Kind of World

	Dominant (31) Per Cent	Negro (18) Per Cent	Hispano (33) Per Cent	Total (82) Per Cent
Report Having Watched:				
1. Installment 1 (Focus on health and food purchasing)	42	29	33	35
2. Installment 2 (Focus on taking interest in children's school work)	32	44	36	37
3. Installment 3 (Focus on health)	26	39	36	33
4. Installment 4 (Focus on finding employment)	32	44	27	33
5. Installment 5 (Focus on seeking job training)	26	33	39	33
6. Installment 6 (Focus on consumer behavior)	42	39	33	38
7. Installment 7 (Focus on consumer behavior)	36	22	18	26
8. Installment 8 (Focus on seeking legal aid and job training)	23	28	30	27

TABLE VII-11

Educational Achievement of Viewers of Each Installment of Our Kind of World

	Grammar School (43) Per Cent	Some High School (19) Per Cent	Completed High School (17) Per Cent	Total (82) Per Cent
Reported Having Watched:				
1. Installment 1 (Focus on health and food purchasing)	42	37	21	35
2. Installment 2 (Focus on taking interest in children's school work)	40	32	37	37
3. Installment 3 (Focus on health)	35	32	32	33
4. Installment 4 (Focus on finding employment)	33	37	32	33
5. Installment 5 (Focus on seeking job training)	35	42	21	33
6. Installment 6 (Focus on consumer behavior)	47	37	21	38
7. Installment 7 (Focus on consumer behavior)	30	37	5	26
8. Installment 8 (Focus on seeking legal aid and job training)	35	26	11	27

TABLE VII-12

Time of Day at Which Our Kind of World Was Usually Watched by Ethnic Background and Educational Achievement

	Noon Only Per Cent	Afternoon Only Per Cent	Both Equally Per Cent	Can't Recall Per Cent
Total Viewers (82)	59	20	5	5
Dominant (31)	77	7	-	16
Negro (18)	56	22	11	11
Hispano (33)	42	30	6	22
Grammar school (43)	54	21	7	18
Some high school (19)	58	21	5	17
Completed high school (17)	68	16	-	16

TABLE VII-13

"How did you first learn about the Our Kind of World Program?" by Ethnic Background and Educational Achievement.

	Via Letter from the University of Denver Per Cent	Via Word-of-Mouth Per Cent	Random Twisting of TV Dial Per Cent	Miscellaneous Sources (eg. news-paper logs) Per Cent	Can't Remember Per Cent
Total Viewers (82)	39	22	32	5	2
Dominant (31)	52	23	26	-	-
Negro (18)	33	33	28	6	-
Hispano (33)	30	15	39	9	6
Grammar school (43)	35	19	39	5	2
Some high school (19)	32	26	37	5	-
Completed high school (17)	53	26	10	5	5

TABLE VII-14

Comparisons of Our Kind of World Programs to Other Programs Seen on Television by Ethnic Background and Educational Achievement.

	Better than most Per Cent	Worse than most Per Cent	About the same as most Per Cent	No opinion; No answer Per Cent
Total Viewers (82)	67	-	31	2
Dominant (31)	61	-	32	7
Negro (18)	67	-	33	-
Hispano (33)	73	-	27	-
Grammar school (43)	67	-	30	3
Some high school (19)	79	-	21	-
Completed high school (17)	53	-	42	5

TABLE VII-15

"What do you think the people who put the Our Kind of World Programs on television were trying to do?"

	Viewers of Our Kind of World (82) Per Cent
Help to improve the lives of viewers; help to better themselves	39
Help to educate viewers	35
Inform viewers about ameliorative services available in the community	11
Entertain viewers	4
No opinion	10

TABLE VII-16

"Of all the things you saw on the Our Kind of World Programs, what are the two or three things that stand out in your memory?"

	Viewers of Our Kind of World (82) Per Cent
The characters and how they behaved	26
Information about handling money	15
Information about looking for a job	12
Information about health	12
Information about child care	7
Information about legal matters in consumer finance	7
Information about food shopping and diet	6
Information about the need for general education	4
General positive aspects of the programs	3
General negative aspects of the programs	1
Nothing; no answer	6

TABLE VII-17

What Was Best-Liked and Least-Liked About Our Kind of World

	Total Viewers of Our Kind of World (82)		
	Liked Most Per Cent	Liked Least Per Cent	Net "Like" Score Per Cent
The plots; the stories	29	2	+27
The facts; the information	21	-	+21
The help and aid offered	13	-	+13
The characters in the dramas	13	4	+ 9
The performers	12	4	+ 8
The realism of the dramas	4	-	+ 4
The action of the dramas	1	-	+ 1
The commercials	1	10	- 9

TABLE VII-18

Credibility of Our Kind of World Programs by Ethnic Background and Educational Achievement

	Believed most of what was said as being true Per Cent	Believed only some of what was said as being true Per Cent	Believed hardly anything of what was said as being true Per Cent	No answer Per Cent
Total Viewers (82)	90	7	1	1
Dominant (31)	97	-	-	3
Negro (18)	94	6	-	-
Hispano (33)	82	15	3	-
Grammar school (43)	84	12	2	2
Some high school (19)	95	5	-	-
Completed high school (17)	100	-	-	-

TABLE VII-19

Assessments of Our Kind of World as Convincing by Ethnic Background and Educational Achievement

	Considered Our Kind of World Programs to be:				
	Very convincing Per Cent	Fairly convincing Per Cent	A little convincing Per Cent	Not at all convincing Per Cent	No opinion; No answer Per Cent
Total Viewers (82)	82	13	2	-	2
Dominant (31)	81	13	-	-	6
Negro (18)	78	22	-	-	-
Hispano (33)	85	9	6	-	-
Grammar school (43)	81	12	5	-	2
Some high school (19)	79	16	-	-	5
Completed high school (17)	84	16	-	-	-

TABLE VII-20

"Would you say that the Our Kind of World shows you saw were very much like your own life, a little bit like your own life or not all like your own life?" by Ethnicity and Education.

	Very much like viewers own life Per Cent	A "little bit" like viewers own life Per Cent	Not at all like viewers own life Per Cent	No opinion; No answer Per Cent
Total Viewers (82)	37	43	17	4
Dominant (31)	42	29	23	6
Negro (18)	39	61	-	-
Hispano (33)	30	46	21	3
Grammar school (43)	30	42	26	2
Some high school (19)	53	37	5	5
Completed high school (17)	37	47	11	5

TABLE VII-21

Installments of Our Kind of World Considered to Be Best of the Series by Viewers of Entire Series

Rated as best in series	Viewers of All Eight Our Kind of World Installments (20) Per Cent
Installment 1 (Focus on health and food purchasing)	24
Installment 2 (Focus on taking interest in children's school work)	24
Installment 3 (Focus on health)	24
Installment 4 (Focus on finding employment)	5
Installment 5 (Focus on seeking job training)	14
Installment 6 (Focus on consumer behavior)	-
Installment 7 (Focus on consumer behavior)	5
Installment 8 (Focus on seeking legal aid and job training)	5

TABLE VII-22

After Seeing Them, Respondents Who Discussed Our Kind of World Programs With Others by Ethnic Background and Educational Achievement.

	Report Discussing Our Kind of World Programs With Other People Per Cent
Total Viewers (82)	46
Dominant (31)	52
Negro (18)	56
Hispano (33)	36
Grammar school (43)	30
Some high school (19)	63
Completed high school (17)	68

TABLE VII-23

"What did you talk about?" (Asked of those who report having discussed Our Kind of World with others after seeing the programs)

	Base = 38 Viewers Per Cent
Talked about their overall favorable reactions to the programs in effort to get others interested	51
The need for education and training generally	13
Talked about the characters and plots	5
Getting jobs	5
Food and diet	5
Child care	5
Handling money	5
Legal matters	3
No answer	8

TABLE VII-24

"What if the Our Kind of World type of programs were on TV all the time, what would be the chances of your watching such programs?" by Ethnic Background and Educational Achievement.

<table>
<tr><th></th><th>Very good Per Cent</th><th>Fairly good Per Cent</th><th>Not good at all Per Cent</th><th>No opinion; No answer Per Cent</th></tr>
<tr><td></td><td colspan="2">95</td><td></td><td></td></tr>
<tr><td>Total Viewers (82)</td><td>62</td><td>33</td><td>4</td><td>1</td></tr>
<tr><td></td><td colspan="2">94</td><td></td><td></td></tr>
<tr><td>Dominant (31)</td><td>58</td><td>36</td><td>3</td><td>3</td></tr>
<tr><td></td><td colspan="2">100</td><td></td><td></td></tr>
<tr><td>Negro (18)</td><td>67</td><td>33</td><td>-</td><td>-</td></tr>
<tr><td></td><td colspan="2">94</td><td></td><td></td></tr>
<tr><td>Hispano (33)</td><td>64</td><td>30</td><td>6</td><td>-</td></tr>
<tr><td></td><td colspan="2">94</td><td></td><td></td></tr>
<tr><td>Grammar school (43)</td><td>61</td><td>33</td><td>5</td><td>1</td></tr>
<tr><td></td><td colspan="2">94</td><td></td><td></td></tr>
<tr><td>Some high school (19)</td><td>68</td><td>26</td><td>5</td><td>1</td></tr>
<tr><td></td><td colspan="2">100</td><td></td><td></td></tr>
<tr><td>Completed high school (17)</td><td>58</td><td>42</td><td>-</td><td>-</td></tr>
</table>

TABLE VII-25

"How much did watching Our Kind of World help you with some of (your) worries and problems...?" by Ethnic Background and Educational Achievement

	Very much Per Cent	A lot Per Cent	A little bit Per Cent	Hardly at all Per Cent	No opinion; No answer Per Cent
	36				
Total Viewers (82)	21	15	27	32	5
	26				
Dominant (31)	16	10	26	39	9
	50				
Negro (18)	33	17	11	39	-
	36				
Hispano (33)	18	18	36	21	7
	28				
Grammar school (43)	16	12	23	42	7
	42				
Some high school (19)	21	21	37	21	-
	48				
Completed high school (17)	32	16	21	21	10

TABLE VII-26

"What particular worries and problems that you have did watching Our Kind of World on TV help you with the most?" by Ethnic Background and Educational Achievement.

	Health Per Cent	Purchase and preparation of inexpensive, tasty food Per Cent	Available community services Per Cent	Family finances handling money Per Cent	How to get a job and keep it Per Cent	Other problems Per Cent	No answer Per Cent
Total Viewers (82)	18	11	11	13	7	13	26
Dominant (31)	23	7	3	16	-	16	24
Negro (18)	11	11	22	17	22	6	11
Hispano (33)	18	15	12	9	6	6	34
Grammar school (43)	21	9	12	9	7	14	27
Some high school (19)	16	11	16	26	-	5	26
Completed high school (17)	16	16	5	11	16	17	18

TABLE VII-27

"What, if anything, did you learn from watching the Our Kind of World Programs?"

	Viewers of Our Kind of World (82) Per Cent
How to buy things and not get cheated	17
How to shop for cheap, tasty food	13
How to take care of children	11
Where to go if the family has problems	11
How to get a job and keep it	9
How to avoid getting sick and how to care for the sick	6
The general importance of education	4
The need to know the law regarding making consumer purchase	1
The need to keep a clean home	1
Nothing	6
Can't tell; no answer	20

TABLE VII-28

Comparisons of Viewers and Non-Viewers Claimed Levels of Knowledge Regarding Areas of Our Kind of World Program Content

	Claimed Amount of Knowledge of Area:			
	A Lot = Score 2 Per Cent	A Little = Score 1 Per Cent	Nothing = Score 0 Per Cent	Mean Score
Taking care of health problems				
Total Viewers (82)	52	48	-	1.5
Total Non-Viewers (343)	45	52	3	1.4
Purchase and preparation of inexpensive tasty and nourishing food				
Total Viewers (82)	61	34	5	1.6
Total Non-Viewers (343)	57	40	2	1.5
Use of available community social services				
Total Viewers (82)	42	51	7	1.3
Total Non-Viewers (343)	30	54	16	1.1
How to handle finances and avoid financial troubles				
Total Viewers (82)	58	37	5	1.6
Total Non-Viewers (343)	52	42	6	1.5
How to go about finding and keeping a job				
Total Viewers (82)	31	51	18	1.1
Total Non-Viewers (343)	31	50	19	1.1

TABLE VII-29

Net Gains in Explicit Information Relating to Health

Specific Knowledge Area in Which Gain Was Recorded	Per Cent Showing Explicit Knowledge of Health Matters: Viewers of Our Kind of World (82)	Non-Viewers (343)	Percentage Point Net Gain or Loss for Viewers
1. A pregnant woman shouldn't get to a doctor until she has back pains or until the baby is about to come. (False)	74	72	+ 2
2. Children can get shots against measles, polio, diptheria, and other diseases free of charge. (True)	82	77	+ 5
3. If there is dirt around the house--if the house isn't kept nice and clean--the people living there are going to get sick. (True)	82	76	+ 6
4. A mother should not be in a rush to get her young children shots against measles, polio or diptheria; sometimes such shots do more harm than good. (False)	61	54	+ 7
5. A child should get shots against disease when he reaches one year of age. (False)	45	37	+ 8
6. A pregnant woman can receive a doctor's help throughout her pregnancy free of charge. (True)	70	57	+13
Specific Knowledge Areas in Which No Gains Were Recorded			
1. A woman's diet is just as important in the years before getting pregnant as during pregnancy. (True)	73	75	- 2
2. A person has a normal temperature if the thermometer reads 101 degrees. (False)	51	55	- 4
3. Eating beans just makes you fat. They are really no good for you. (False)	62	67	- 5
4. When someone looks sick the first thing to do is to take his temperature. (True)	78	84	- 6

TABLE VII-30

Net Gains in Explicit Information Relating to Consumer Behavior

Specific Knowledge Areas in Which Gain was Recorded	Per Cent Showing Explicit Knowledge in the Consumer Behavior Area: Viewers of Our Kind of World (82)	Per Cent Showing Explicit Knowledge in the Consumer Behavior Area: Non-Viewers (343)	Percentage Point Net Gain or Loss for Viewers
1. When paying your bills, the rent should be paid first. (Agree)	94	93	+1
2. A list of things actually needed should be made before going to the grocery store. (Agree)	93	90	+3
3. Before buying things, it is best to compare prices in different stores. (Agree)	94	90	+4
4. It is cheaper to shop in large, well-known stores than in smaller stores nearer your home. (Agree)	93	89	+4
Specific Knowledge Areas in Which No Gain Was Recorded			
1. It is better to plan ahead when buying expensive things rather than buying them when you want them. (Agree)	72	72	0
2. People shouldn't buy expensive things they can't really afford just because they can get credit easily. (Agree)	92	93	-1
3. When buying things on credit, a person should always read a contract carefully before signing it. (Agree)	93	97	-4
4. A person should never sign a contract before thoroughly understanding everything in it, even if it means not getting something you want. (Agree)	92	96	-4
5. If you buy something like a TV on credit and sign a contract, you have to pay the full price even if the set doesn't work, unless it's properly guaranteed. (Agree)	68	73	-5

TABLE VII-31

Net Gains in Explicit Information Relating to Employment

Specific Knowledge Areas in Which Gain Was Recorded	Per Cent Showing Explicit Knowledge of Employment Matters		Percentage Point Net Gain for Viewers
	Viewers of Our Kind of World (82)	Non-Viewers (343)	
1. A person should finish high school before looking for a fulltime job. (Agree)	95	94	+ 1
2. You need more than just good personal appearance in wanting to get a good job. (Agree)	94	92	+ 2
3. A person who works hard and gets the right training can be pretty sure that he will get the right job later on. (Agree)	100	95	+ 5
4. The State Employment Service would be the best place to go to get advice about jobs and training for jobs. (Agree)	85	78	+ 7
5. A person who doesn't like his or her new job should quit it right away. (Disagree)	65	54	+11

TABLE VII-32

Net Gains in Explicit Information Relating to Availability of Various Community Services

Area of Need	Per Cent Showing Explicit Knowledge of Community Service to meet need: Viewers of Our Kind of World (82)	Per Cent Showing Explicit Knowledge of Community Service to meet need: Non-Viewers (343)	Percentage Point Net Gain or Loss for Viewer
1. Advice and help for school drop-outs.	63	61	+ 2
2. Advice on what to do if cheated or gypped by a merchant.	71	65	+ 6
3. Free job training and counselling.	73	66	+ 7
4. Advice on what to do if respondent believes he isn't being treated fairly and wants the laws changed.	69	46	+ 23

TABLE VII-33

"As a result of seeing the Our Kind of World Programs on TV...did you actually think of doing something you might not have done otherwise?" by Ethnic Background and Educational Achievement.

	Yes Per Cent	No Per Cent	No opinion; No Answer Per Cent
Total Viewers (82)	39	52	9
Dominant (31)	36	55	9
Negro (18)	50	44	6
Hispano (33)	36	55	9
Grammar school (43)	30	63	7
Some high school (19)	47	37	16
Completed high school (17)	53	42	5

SECTION VIII

CONCLUSIONS AND RECOMMENDATIONS

Operation Gap-Stop represents a pioneering effort to use television in bringing to a particular disadvantaged sub-population information about a variety of subjects that they need to know in order to improve their personal lives as well as the lives of their families.

The population studied in Operation Gap-Stop was characterized by:

1. Family disorganization
2. Lack of educational achievement
3. Little preparation for urban living
4. Lack of financial independence and stability

A. Conclusions

Although large numbers of respondents manifested a relatively high level of knowledge about food and diet, health and hygiene, employment, finances and shopping habits, the data suggested that respondents still had to be exposed to further information in order to improve their standards of living.

1. Although the respondents claimed to know certain essential information within each area, they still remained misinformed; lacked essential information specifics; and were influenced by "myths" to a serious degree.

2. Although most respondents were relatively knowledgeable in many instances, many apparently failed to put the knowledge they possessed into practice.

3. Respondents were misinformed about critical topics that were not only vital to the individual but to the community as a whole.

4. Respondents were not aware of the many services in Denver that can try to ameliorate their problems.

5. Each ethnic group manifested low levels of information in certain areas. However, it was Hispano respondents who were least likely to know essential information and to make use of Denver's social and educational service agencies.

6. Respondents with less formal education were least likely to know essential information and to make use of Denver's social and educational service agencies.

In determining how to reach this disadvantaged group with ameliorative messages, the data that were gathered in the study indicated that:

1. Printed materials or radio would not be effective vehicles for reaching this group.

2. The use of existing interpersonal networks of communication within this group would not be effective unless a "formal" source of ameliorative messages was provided through which everyone would receive the same messages at the same time.

3. Once the source was provided, then the classic "two-step-flow" of communications diffusion would further reinforce the ultimate dissemination of ameliorative messages.

4. Television programs, using the daytime serial--soap-opera--format (combining information with drama) would be an effective way to reach the target group with ameliorative messages.

Generally, the television programs containing ameliorative messages that were developed were well attended and well received by the target audience. Nineteen per cent of the Phase D sample viewed at least one of the eight programs that were aired. Generally, viewers liked the programs, talked with their friends about them, and indicated that they had been informed by the programs.

1. In attempting to motivate this group to watch the series of eight television programs (Our Kind of World), small monetary rewards, as compared to print and word-of-mouth techniques, proved to be the most effective incentive.

2. Our Kind of World attracted an audience that was reflective of the chronic life-styles of the disadvantaged universe from which they were drawn.

3. Total viewers of the Our Kind of World series extended beyond the primary target audience. Many respondents mentioned that they watched the programs in the company of their families and friends.

4. Viewers liked the Our Kind of World series "better than" or "about the same as" most other television programs they ordinarily viewed.

5. Our Kind of World established a sound base of believability and conviction among viewers, thus creating an aura of realism about them.

6. After having watched Our Kind of World, viewers discussed the programs with other persons and thereby disseminated information from the contents to a larger secondary audience (the "two-step-flow" of communications).

7. Viewers found the Our Kind of World programs appealing in that they expressed a willingness to watch the same type of programs in the future.

8. Our Kind of World helped viewers with personal problems and worries that were bothering them. These included family relations, health problems, handling money and jobs.

9. Viewers were not only helped with their problems by the Our Kind of World series, but they also acquired information specifics, particularly in relation to

consumer behavior. Secondarily, information was acquired on matters relating to the purchase and preparation of inexpensive foods and in the areas of child care, availing one's self of community social services and in finding and holding jobs.

10. Our Kind of World stimulated viewers to give thought to changing some of their life patterns along lines suggested by the programs.

B. Recommendations

Essentially the current American urban crisis is an education-communication crisis. Somehow our educational-communications institutions have failed to reach a full fifth of our population. Nor is it possible for classical one-to-one social service techniques to be applied effectively to the millions of persons who need more knowledge, more guidance and more skills if they are to participate fully in totality of American society. The urban crisis is a massive one, and it must be dealt with in mass terms.

Operation Gap-Stop has demonstrated that the mass media of communication can be adopted to meet certain critical educational needs of our society's chronic unreachables. If we are willing to put time, effort, money, and imagination into converting the mass media into "school of life" we can surely begin to rectify the past failures of our educational, communications, and social service institutions. In short, Operation Gap-Stop has demonstrated the viability of innovative mass communications approaches to ameliorative mass education. The key to reaching the unreachables effectively lies in innovation. Thus, the future thrust of mass education efforts that are directed to the socially disenfranchised must be innovative and must be unfettered by dysfunctional tradition.

Operation Gap-Stop has opened up but one crack in a rather murky atmosphere and has let in one dim ray of hopeful light. To accomplish a substantial breach a rather massive program of research, experimentation, and evaluation concerning the application of mass communication techniques to the problems of ameliorative mass education is called for. Such a program would be addressed to the following activities:

1. Experimentation with different mass communications formats and techniques to reach different target audiences.

2. Experimentation with mass communication techniques that are aimed at inducing application of knowledge in addition to generating sheer knowledge gain.

3. Experimentation with mass communication techniques that are designed to develop and to sustain functional attitudes, sentiments, and values and to change dysfunctional attitudes, sentiments, and values among target groups.

4. Experimentation with mass communication techniques that are designed to produce socially functional behavior among target audiences whose behaviors may be socially dysfunctional.

5. Experimentation with different motivational incentives to determine which mixes of incentives are most effective in inducing voluntary exposure to ameliorative communications among different target groups.

6. Experimentations with the communications situations in which audiences best receive ameliorative messages (e.g. alone vs. in a group situation).

7. Experimentation with the application of mass communication techniques

to ameliorating the conditions of populations other than the disadvantaged--e.g. youth, the aged, the mentally and physically ill, illiterates, the unemployed, alcoholics, unsafe operators of motor vehicles.

8. Experimentation with large-scale sustained ameliorative communications directed to mass audiences (as well as to selected targets) over extended periods of time.

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

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PERSONAL AUTHOR(S)
Mendelsohn, Harold, and others

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University of Denver, Denver, Colo. 80210, School of Comm. Arts

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ABSTRACT

The object of Operation Gap-Stop was to determine information lacks in a variety of areas considered vital to everyday living patterns among a selected sample of the disadvantaged population in Denver--residing in units of the Denver Housing Authority--and to produce a series of television programs designed to raise the levels of information among this sub-population.

The study was conducted in four phases:

Phase A -- A review of pertinent literature and consultation with experts were conducted to determine information relating to the problems of the disadvantaged and the possible use of mass media--in particular, television, to ameliorate these problems.

Phase B -- Interviews were conducted among a public housing sub-population of residents to determine levels of information as well as pertinent attitudes and mass media habits.

Phase C -- A series of eight television programs titled Our Kind of World was produced and aired specifically for this target audience. The programs were designed to lift levels of information among this population.

Phase D -- Respondents were reinterviewed to determine whether their levels of information had, in fact, been increased.

Evaluation of the effectiveness of the television programs indicated general gains in information and general satisfaction with the programs.